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ABSTRACT

The role of English and the status of English language instruction is reported for Burma, Cyprus, Czechoslovakia, Ethiopia, Ghana, India, Lesotho, New Zealand, Pakistan, Qatar, and Malaysia. The profile for each country contains a summary of English instruction within and outside of the educational system, teacher supply and qualifications, instructional material availability, research, and British and American roles in English instruction. (RW)

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ENGLISH TEACHING PROFILES FROM THE BRITISH COUNCIL

The British Council

English Language and Literature Division

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Czechoslovakia
Ethiopia
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THE BRITISH COUNCIL
ENGLISH LANGUAGE DIVISION

ENGLISH TEACHING PROFILE

British Council
Central Information Unit
English Language Division

Country: BURMA June 1981

1. Role of English

In the 'colonial' period (nineteenth century to 1947) everyone with any pretensions to education wanted to learn English as the key to a safe job in the Government service - chiefly in missionary schools, where the medium was English, and in Anglo-vernacular schools, where it was a subject in the lower classes and a medium in the higher. After the war, Burmese became the medium of instruction, but, almost inevitably, English continued to be widely used and taught until 1962. In the succeeding three years, all missionary and other private schools were nationalised, and a campaign for 'Burmese in Burma' was pursued. There are now firm indications, however, of a desire to increase knowledge of English as a subject at all educational levels. The statements immediately following can therefore be made with reasonable assurance.

1.1 English is not the medium of instruction at any educational establishment in Burma from kindergarten to postgraduate levels.

1.2 English is not (at the time of writing) widely used as a study language at any level, with the possible exception of MA/MSc; but even here there are wide variations within university faculties.

1.3 English is not widely used as a medium of communication within the country. Many educated people over (roughly) the age of thirty-five speak it well however, and an even older generation (largely retired officials) very well indeed. Younger men and women, even if educated to degree standard, may understand but will not, with rare exceptions, speak the language.

1.3.1 There are two English-language newspapers whose combined circulation is perhaps thirty thousand, and English and American films are shown at public cinemas. Even if not widely read, spoken or understood, English is popular. It is inchoately thought that - in some way - it will 'do you good', that it is the key to a good education, and that it might help you to get a job abroad.

1.3.2 For broadcasting, see 2.8.

2. English within the Educational System

The primary school system is kindergarten (for most urban children but for few rural) plus Standards 1 to 4 inclusive; the middle school system is Standards 5 to 7 inclusive; and the high school system is Standards 8 to 10 inclusive.

2.1 At the time of writing, no English is taught - but it seems certain that, in primary schools from late 1981, some method of instruction will be introduced - from kindergarten onwards. Teachers are being trained and books (reportedly) produced. It is not known what form the teaching will take: perhaps learning the alphabet and a few songs and nursery rhymes.

The minimum age for middle school is nine plus, but this is very variable in the provinces and small towns. To enter middle school, children must have passed the Fourth Standard Examination, and the very high drop-out rate at this interface. There are usually seven class-hours (of forty minutes) of English per week; the teaching is extremely formal, with much emphasis on grammar and virtually no individual or class participation or activity.

The minimum age for high school is fourteen plus, but this, again, is variable. Entry is by pass in the Seventh Standard Examination. There are usually six class-hours (of forty minutes) of English per week, again formal and grammar-based.

After high school, all students wishing to go on to university or higher institute education must spend two years at a regional college (an amorphous mixture of pre-university and vocational courses for the less able students). Some English is taught in the first year, but classes are huge and the subject is not well organised: teaching is based on passages in a forty-lesson text called 'Teaching English'. Only a selection of these lessons needs to be studied. There is no English study in the second year; so, in general, the standard may be lower on exit than on entry. The authorities are aware of the imperfections at this level, and reforms are expected.

There are two universities in Burma - at Rangoon and Mandalay - and eleven institutes of university standard, nine of them degree-awarding. Exact figures are unavailable, but the total enrolment is probably about thirty or thirty-five thousand; there are also perhaps eighty thousand students working for their degrees by correspondence. All higher institutions have English departments (staffed largely by women), but the centre for English teaching at tertiary level is the Institute of Education, where the Chair for the subject resides. Almost all teaching at the Bachelor level is in Burmese, but at the Institute of Education and at Rangoon and Mandalay Arts and Science Universities there are BA (English Honours) courses with a few hundred students. The emphasis is on world literature in English, with a little linguistics. The MA (English) course at the Institute has twenty to thirty students, concentrates on linguistics and the teaching of English as a foreign language and is of a fairly good standard. English is taught to all first and some second-year undergraduates as a subject, and there is an increasing interest in ESP. (See 3.) The general impression is that increasing attention is being paid to the language but that work is hampered by lack of books, of equipment, and of junior lecturers. There is no teaching of English at the Master level, but a good deal of lecturing through the medium of English goes on (variable between faculties: see 1.2 above), and, of course, a good reading knowledge is required for research.

2.2 English is publicly examined in the middle school system at the Seventh Standard Examination, no UK-based examinations being taken; and in the high school system at the Tenth Standard Examination, no UK-based examinations being taken except in those very few cases, involving diplomatists' children and so forth, in which certain parents may pay for private tuition for the London GCE 'O' level (taken at the British Embassy).

2.3 A pass in English is obligatory for entry to higher education.

2.4 Responsibility for syllabuses and curricula is centrally controlled.

2.5 The inspection of teaching for English as a subject is probably little organised.

2.6 There is no English for specific purposes at the secondary level, but interest in the subject has been shown in the universities.

2.7 There appears to be no officially sponsored provision for the teaching of English to adults except at the tertiary level.

2.8 Original - that is to say, 'made in Burma' - English language programmes are broadcast on the radio for about forty-five minutes daily (news and sport), with fifteen minutes of BBC-supplied English lessons, and there are English lessons, emanating from abroad (see below), on the new television service. There are occasional radio lessons in English for middle schools, but there is no known follow-up.

3. Teachers of English

The supply of English teachers does not meet the demand, especially in the present fluid situation. Figures are not obtainable.

3.1 There are no British, or other, expatriate teachers in the educational system except as indicated in 6 (below).

3.2 There is certainly room for increased British activity in teacher-training; the question is whether the Burmese authorities will ask for or accept it.

3.3 Facilities available for initial training and retraining are minimal. Yearly seminars with a British tutor are held - or were, until the present year; and the Ministry of Education is busily retraining primary teachers of English. But much more could be done.

3.4 There are no professional associations of teachers of English or other subjects. The establishment of such associations would be contrary to Burmese law.

4. Materials Support

It is very difficult to give details, for visits to educational institutions by foreigners are not encouraged; but it seems sure, from conversations with teachers and lecturers, that at no level is there an adequate supply of books or support materials: no school texts are imported into Burma and there is little use of cassettes, films etc as they are too expensive.

5. English outside the Educational System

It has been said that English is a 'popular' subject here; accordingly, there are many private schools at which the language is taught; they must be registered with the Government. The names of some are known but will not be cited here. A few are quite good, with capable and dedicated teachers; others are third-rate crammers. They do little or nothing in the field of English for specific purposes.

6. British Support for the Teaching of English

Not as great as one would wish it to be.

6.1 A Key English Language Teaching (KELT) officer is employed as Lecturer on the MA (English) course at the Institute of Education; he also helps with the BA (Hons English) classes and, ad hoc, with short in-service courses.

6.2 A Technical Cooperation Officer (TCO) directly funded by the Overseas Development Administration is Head of the English Department at the Institute of Foreign Languages. He is chiefly concerned with language improvement for Technical Cooperation Fellows but also works with employees of various ministries who need better English in their jobs. There is an excellent language laboratory at the Institute.

6.3 The Main ELT activities are given at 6.1, 6.2 above.

6.4 There have been no recent conferences of any importance.

6.5 No British materials are widely used by students in classrooms or lecture-rooms, but teachers have been fairly well assisted with books and tapes supplied under the Books Presentation Programme or from British Council funds.

6.6 There is no British Council Centre or Institute.

7. American Support for the Teaching of English

None.

8. Current Research and Bibliography

None - or certainly none that is available to foreigners. It is almost impossible even to obtain copies of school textbooks.

9. General Statement

None will be made here. Enquiries from British Council staff can be answered 'in confidence' by the Cultural Attache.

N O Hudson
Cultural Attaché

6

THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: Cyprus **Date: October 1982**

Under the 1960 Constitution education is a matter for the two communities separately. The de facto division of the island has since made this separation of the two systems absolute. The following account deals separately with the Turkish and the Greek Cypriot systems.

TURKISH CYPRIOTS

1. THE ROLE AND STATUS OF ENGLISH

A considerable number of those Turkish Cypriots who grew to adulthood during the colonial period have some knowledge of English, and many of those who were not only educated during British rule but were also employed in government service or the professions at that time speak English fluently. However, a noticeably smaller number of people under the age of forty speak English, and those belonging to this age group who have a good knowledge of the language are likely to have spent several years working or studying in Britain.

The two principal reasons for this decline are the natural reduction in the use of English after Independence, and the isolation of the Turkish Cypriot community and the disruption of its social, economic and educational life as a result of the inter-communal disputes of 1963-74.

At present there is probably less need and certainly less opportunity for the use of English in the North than in the South, but the desire of Turkish Cypriots to maintain their links with Britain and to extend their contacts with other countries makes them well aware of the language's importance. Whatever the shape of any eventual settlement of the Cyprus problem, it seems likely that a knowledge of English will continue to be highly valued in both communities.

English is the language of instruction for most subjects at the North's most highly esteemed secondary school, the Turk Maarif Koleji, Nicosia and, nominally, for all subjects at the Higher Technical Institute, Famagusta (HTI).

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The TMK has a demanding curriculum because pupils are prepared not only for GCE 'O' Level but also for the normal Lise diploma and, more importantly, the Turkish Universities Entrance Examination. There are several British members of staff of whom three, including the Head of the English Department, are on British Council contracts. At present, the keen competition for admission reflects both the relatively large number of Turkish University places secured by its pupils and (for those who can afford it) the possibility of higher education in Britain towards which the GCE and competence in English are essential first steps.

The HTI, founded in 1979, is small and has yet to establish an identity. It urgently needs a coherent and relevant preparatory English language programme.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

The Turkish Office of Education (TOE) makes the following provision for English:

> Primary Schools (Ilk Okullar) ages 6-11. English is taught in the final two years of the six years of primary schooling. The allocations are: 80 minutes a week in one- and two-teacher schools and 120 minutes a week in all other schools. In practice, as many primary school teachers have little or no English, the language is not taught at all in many of the smaller schools.
>
> Middle Schools (Orta Okullar) ages 12-15. All pupils study English for 7 x 40 minutes per week.
>
> Secondary Schools (Liseler) ages 15-18. All pupils study English for 7 x 40 minutes per week except at the Technical/Vocational Lises where the provision is 4 or 5 x 40 minutes per week.
>
> Primary Teacher Training College In the first and second years all students have three hours of English a week. In the third year English specialists have four hours a week and the remainder two hours a week.
>
> Higher Technical Institute. At present, of a student's 40 class hours per week in the preparatory year English accounts for 18 hours in the first semester and 15 hours in the second semester. Of the 40 class hours per week in the first year students take English for six hours in the first semester and five hours in the second semester. There is no provision for English in the second and third years.
>
> There is a proposal that in the preparatory year class hours should be reduced from 40 to 30 per week. The first semester would be entirely devoted to English, with 10 hours a week in the second.
>
> Evening Institutes. General English is taught at all three of the small evening institutes.

The only public examination generally available is the EETME (English Examination of the Turkish (Cyriot) Ministry of Education and Cultural Affairs) which is closely modelled on the Cambridge First Certificate in Education (FCE). It is set and marked once a year by the TOE and is open to anyone who has completed the first year of middle school. There are usually between 300 and 400 candidates, nearly all of whom are of school age.

Only about 30% of them are successful, of whom about half are TMK pupils.

Only Turk Maarif Koleji undertakes any teaching of English literature.

Since 1970 English has been a compulsory subject in the final examinations for the Lise diploma. However, the diploma is a poor guide to academic achievement and no guide at all to a pupil's performance in any given subject as it is an average obtained from the total of marks in all subjects.

There is a compulsory foreign language section in the Turkish Universities Entrance Examination. Candidates must answer thirty multiple-choice questions on (as much as in) one of three languages: English, French, and German. However, what is significant for the future of English in Turkish Cypriot schools - given that English accounts for more hours in the curriculum than any other subject and that this examination is so important - is that the foreign language section carries very few marks.

Although there is consultation with the teachers, and thorough scrutiny at senior levels in the Turkish Office of Education, the responsibility for syllabuses and the choice of textbooks lie with the Inspectors of English. Early in 1981 they and the British Adviser proposed major changes in the booklists at all levels. These proposals were approved and most of the new materials were introduced in September 1981. The rest will be phased-in over the next two years.

None of the four Primary Inspectors is an English specialist and the two Inspectors of English are responsible for middle and secondary schools only. However, this is not an easy task as they have to supervise the work of 120 teachers, despite a chronic shortage of money for travelling and the frequent demands made upon their time and linguistic talents by other departments. In addition, one of them is also responsible for French and German.

Among the changes in the booklists is the inclusion of more and better ESP (English for Special Purposes) material for the Commercial and Technical/Vocational Lises. At the HTI there is an urgent need not merely for ESP materials but for a coherent ESP approach to the English syllabus.

The 1981 budget proposal for the establishment of a Foreign Language Institute was not approved.

There is no educational broadcasting service in the North and no official involvement in any form of distance teaching. Many, perhaps most, Turkish Cypriots can receive the programmes of the Greek Cypriot TV service (CBC) which frequently screens British and American films and prefers subtitles to dubbing. CBC has also recently been showing the BBC's Follow Me series. In addition, the British Forces Broadcasting Service (BFBS) provides radio programmes 24 hours a day and Cyprus is also the site of the BBC's East Mediterranean Relay Station which provides excellent reception of World Service transmissions on medium wave.

3. TEACHERS OF ENGLISH

There are about 620 primary school teachers (all of whom, in theory, are expected to be capable of teaching English) and about 120 middle and secondary school teachers of English.

Apart from a few teachers of Turkish origin and a very few from Britain (all but one of whom are at the TMK) the entire teaching force is Turkish Cypriot.

There might be room for increased British help at the primary level, at the TTC or in the field or both, if the TOE were to develop a clear policy of commitment to English in the primary schools and, more importantly, as a first move in this direction, at the TTC.

Initial training

Virtually all primary teachers have been trained in Cyprus but the great majority of middle and secondary teachers received their training in Turkey.

The primary teachers trained before Independence at the bicommunal English-medium TTC in Morphou generally have a good command of English but their numbers are now being rapidly reduced by retirement. The English of those trained at the Turkish Cypriot Primary TTC - the only TTC in the North - is noticeably poorer and very largely the product of what they learned, or did not learn, at school. In practice, therefore, probably less than a third of the primary teaching force is competent to teach English. This is not a very serious problem for the largest schools where suitable teachers tend to work as English specialists, but in many of the smaller schools, especially the 100 or so staffed by only one or two teachers (which provide for about 17% of the primary school population) English is taught either badly or not at all.

In general there is no shortage of teachers of English. That is to say, the number of applicants with the necessary paper qualifications is usually slightly in excess of the number of vacancies. However, the paper qualifications are often unreliable indications of classroom potential, especially with the new teachers who graduated during the last five or six years from Turkey's politically disturbed universities and training colleges.

There is a natural tendency for university graduates to teach mainly at senior (Lise) levels and TTC graduates to work mainly with Orta classes.

Few teachers transfer from the primary to the middle or secondary levels owing to the formidable qualification barrier.

Further training

Regular summer courses, organised jointly by the TOE and the British Council, were resumed in 1979 after a break of five years. The 1981 course was on a larger scale than its predecessors and was designed to give all the middle and secondary teachers, and over half of those at primary level actually teaching English, a basic orientation in the use of the new coursebooks.

No other in-service seminars have been organised in recent years. The practice is for guidance to be given by the Inspectors on an individual basis in the course of their visits to schools. The British Adviser is now helping with this and, in addition, plans to arrange regional meetings for teachers of English during the academic year 1981-82.

During the past ten years 19 teachers of English have been to Britain on one-year training awards and 16 on summer courses. The ending of the Commonwealth Education Fellowships Scheme and reduction of the general training programme mean that no more one-year awards will be offered and any UK training will be directed to key personnel.

4. MATERIALS SUPPORT

The TOE provides all textbooks free of charge to primary and middle school pupils. Secondary school pupils have to buy their own. Supplies are usually adequate but sometimes late.

New prescribed coursebooks are now being introduced at all levels. All that can be said at this early stage is that they are more suitable than the ones they replace, that they appear to have raised the morale of the teachers, and that a great deal - perhaps too much - is expected of them. There is little opportunity or necessity for teachers to make extensive use of other textbooks of their own choice.

The main prescribed coursebooks are:

Primary 5 and 6	Look, Listen and Learn 1 - L G Alexander (Longman)
Middle 1, 2 and 3	Target 1, 2 and 3 - L G Alexander (Longman)
Secondary 1	Kernel Lessons Intermediate - R O'Neill (Longman)
Secondary 2	Practice and Progress A - L G Alexander (Longman)
Secondary 3	Success with English 2 - G Broughton (Penguin) (to be replaced 1982-83)

The commercial Lises' main coursebooks are Getting Down to Business in English - C Pearson (Heinemann). Books 1 and 2 for Lise 1 and 2 respectively.

The TMK, being English-medium, uses a larger number of coursebooks in a more steeply graded sequence. Thus Target 1, 2 and 3, Practice and Progress, and the first half of Developing Skill, are all completed by the end of the second middle school year.

Among other books prescribed for middle school use are English Structure Practice - Drummond (Longman), Intermediate Comprehension Passages - Byrne (Longman), Read, Think and Answer - Green (OUP), and (for Technical/ Vocational Lises) Understanding Technical English - Methold and Waters (Longman).

Teachers are also encouraged to make use of the Book Boxes provided by the British Council. Properly organised distribution and collection at classroom, school and TOE levels could provide every middle and secondary school pupil with the opportunity to read at least two supplementary readers appropriate to his standard of English during a school year.

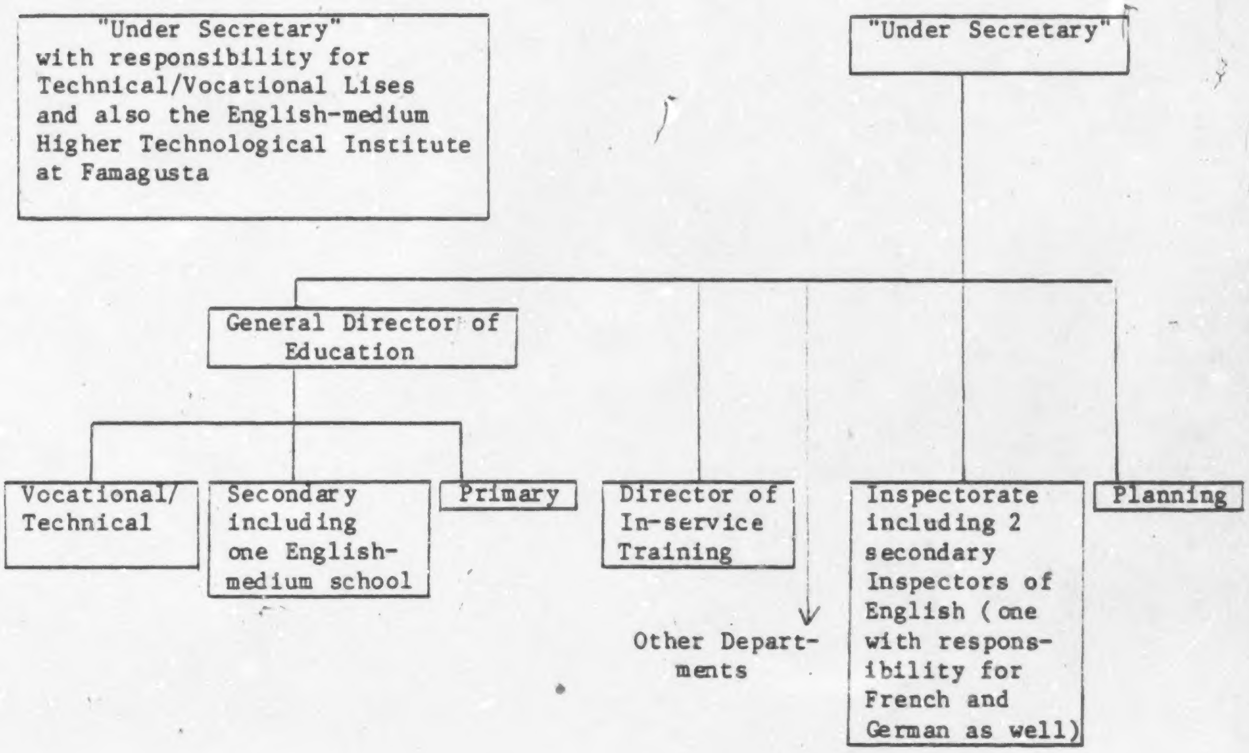
The TOE has provided every school with a limited number of teachers' books for the new courses and to these have been added complimentary copies supplied by Longman.

Some primary and most middle and secondary schools have a cassette recorder. As the TOE is strongly encouraging the use of the course cassettes a number of schools have responded by buying their first or additional recorders.

Film and video equipment is well beyond the financial means of all schools except, perhaps, the TMK.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Under the 1960 Cyprus Constitution, education is a matter of the two communities separately. This division has been made deeper by events since Independence. Below its politically-appointed head the permanent structure of the Turkish Office of Education is:


"Under Secretary" with responsibility for Technical/Vocational Lises and also the English-medium Higher Technological Institute at Famagusta
"Under Secretary"
General Director of Education
Vocational/ Technical
Secondary including one English-medium school
Primary
Director of In-service Training
Other Departments
Inspectorate including 2 secondary Inspectors of English (one with responsibility for French and German as well)
Planning

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

The key factor is the Cyprus problem, the consequent keenly-felt international isolation of the Turkish Cypriot community and the sharp financial constraints within which the education system has to work. Until 1963 Turkish Cypriots attended the quasi-private and bicommunal English School in southern Nicosia. Thereafter, with the division of Nicosia and tendency of the two communities to separate elsewhere in the island, most Turkish Cypriots who would have attended the English School attended an improvised school in Northern Nicosia from which beginnings the academically elite English-medium Turk Maarif Koleji grew. Only since 1970 has English been compulsory in the final examinations for the secondary school leaving certificate (Lise diploma)

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

The demand for private coaching, especially in the sciences, mathematics, and English, is very considerable. It is impossible to ascertain exactly how many teachers are involved, but the number must be large.

Until recently there have been only three or four small, part-time coaching centres, at least one of which offers classes in English, but a local private English language school has lately opened in Nicosia.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

There are no Council ELT staff.

Council recruited teachers etc:

1. the KELT Adviser (Key English Language Teaching Scheme) who divides his time between the TOE and Turk Maarif Kaleji as head of the English Department

2. Council recruited teachers at Turk Maarif Kaleji

The TMK staff teach to GCE 'O' level, and the Head of Department is responsible for organising the teaching programme, including choice of textbooks and general guidance of Turkish Cypriot English teachers at Turk Maarif Kaleji.

The KELT Adviser's work, following the introduction of the new coursebooks and the organisation of the summer orientation courses, is now principally to monitor the use of the new materials in middle and secondary schools and give guidance to the teachers. In addition, a programme of regional teachers' meetings is planned in order to increase confidence and competence and as a possible preliminary to a future, more rigorous series of seminars. All the Adviser's work is done in close cooperation with the Inspectors of English.

There are only a few other British-born native speakers currently employed within the educational system.

All the textbooks are British. ODA book presentations have been made to the TMK, Higher Technological Institute, TTC, mobile library, and public library in Northern Nicosia.

A large ESP (English for Special Purposes) book exhibition was shown in two major centres in December 1979.

There is no British Council teaching institute in Cyprus. Two experimental short courses for public servants were mounted during 1981 and it is proposed that more courses will follow.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

Only a regular supply of English Teaching Forum.

10. OTHER AGENCY SUPPORT

There is none except insofar as American scholarships provide an additional incentive to master English, and the UN High Commission for Refugees and Islamic Development Bank funds support the new English-medium Higher Technological Institute at Famagusta. There is some French and German support for the teaching of their languages.

11. COMMERCIAL OPPORTUNITIES

The prescribed school texts have recently been changed as noted in Section 4 above. The market for hardware is limited both by the size of the community and the financial constraints under which it operates, except where aid funds make it possible to buy a language laboratory or two. There were 113 Turkish Cypriot candidates for British examinations related to English language teaching in 1981-82. In 1979 a representative of International House explored the possibilities of working with the Turkish Cypriot authorities on their proposed - but still deferred - Foreign Language Institute, but decided there was no scope for participation. There is some local private English teaching but no British concerns are involved. The Council has run some short English courses at cost for Turkish Cypriot public servants.

12. CREATIVE WRITING

None to report.

13. CURRENT RESEARCH

The results of a recent investigation by a German research team into the needs and opportunities for in-service training of teachers in the North may influence thinking at the TOE and, indirectly, have implications for ELT policy.

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15. GENERAL STATEMENT

The strengths are:

adequate allocation of time to ELT

introduction of new course materials

presence of two conscientious Inspectors of English

potentially, the timetabled provision for English in the last two years of primary school

potentially, the existence of an officially sponsored English examination.

The weaknesses are:

too few adequately qualified and enthusiastic teachers

lack of incentives for teachers to improve their professional skills

lack of a Head of Department system resulting in inadequate supervision and coordination

overlarge classes with too great an ability range, often including poorly motivated pupils

overall inadequate finance (responsible inter alia for insufficient audio equipment and supplementary materials)

the lack of an effective policy for primary level English in general and the ELT training of primary teachers in particular

the excessive amount of mechanical testing at secondary level.

THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: Czechoslovakia Date: November 1982

1. ROLE AND STATUS OF ENGLISH

Reflecting its increasing use as a language of international communication, English is held in high regard in Czechoslovakia among scholars, artists, scientists and technologists. A surprisingly high percentage of them can read it well and communicate adequately orally, although they may never have visited an English-speaking country. There is also a non-linguistic element to its prestige in that it is a means of asserting social aspirations and affinity with Western Culture - especially among teenagers (it is, for example, fashionable for them to wear sweatshirts with the names of American or British universities and jive to Amerenglish commercial music).

Though it is not compulsory in the secondary school system, English as an option has overtaken German and eclipsed French. It is used in tourism, and also at international meetings with a preponderance of delegates from countries where English is, if not the first or second language, a lingua franca for international communication.

English newspapers and periodicals are not on sale, and books in their original form are available only from a few specialised libraries, and only to the educated minority that has the initiative to seek them. Translations of works approved by the authorities are, however, numerous and on general sale, and drama in translation is also popular. The few technical and reference books from Britain that are on sale cost about four times their UK price.

British and American films are often shown in commercial cinemas in either the original English or dubbed versions.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Obligatory basic school lasts nine years (age 6-15) and secondary school usually four years (15-19) though from 1984 basic school will be eight years. In 1982 there are 1,930,634 pupils in basic schools and 358,154 in secondary. There are three streams of secondary schooling: academic or gymnasia (arts, pure sciences, maths); technical (professional/vocational, with schools often specialising in one aspect such as electrical); and trades (often a two-year course.

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Although there has been some experimental introduction of English in basic schools to pupils aged ten to fifteen (101 schools with 9,366 pupils), the language is not generally available before secondary school, where Russian and a second foreign language are compulsory. English has become a very popular option, taken by approximately 40% of secondary pupils. It is taught for two (sometimes three) periods a week from centrally prescribed textbooks. These are traditional and rather mechanical in approach though better materials are being introduced experimentally. Teachers are required to cover the prescribed course, and in the two periods a week have limited scope for initiative. In general, though, the standard of teaching seems good, and teachers professionally dedicated and eager to improve their own communicative ability and knowledge of Britain. Pupils' motivation and standards vary, apparently highest among those at gymnasia aiming for prestige professions and with family backgrounds where foreign languages are familiar. English is not a compulsory subject in the Secondary Leaving Examination, and a pass is not required to enter tertiary education except for those specialising in it. The general standard of achievement in English by secondary school leavers corresponds to British 'O' or a little above, rather than to 'A' level.

At tertiary level Czechoslovakia has five traditional-type universities, four technical universities, and a number of specialised institutions with university status.

Students specialising in English do so in the Philosophical and Pedagogical Faculties of the traditional universities, where the courses include teacher-training. A first degree course takes four or five years. Most graduates in English (there is a heavy preponderance of women) become teachers. Intake into some English Departments has been reduced in the past two years because of the decline in the number of teaching posts available. English is always combined with another main subject, often German or Physical Education. Of the 36 hours a week instruction, English has only ten (ten are given to the second main subject, six to pedagogy, and the rest to politics, sport, sociology etc). The English course includes grammar, literature, linguistics, phonology, stylistics and the history of the language, as well as practical language improvement which is relegated to a minor role. Students thus learn a lot about the language rather than communicative expertise, so that very few in their final year can cope, for example, with contemporary novels in unsimplified form. Original texts are not readily available: graduating students will have read only selected set texts in the original, with much reading in translation. Reading is the most developed skill.

Student figures for 1982-83 are:

	First year students of English	Total number of students of English
Charles University, Prague	75	290
J E Purkyně University, Brno	7	90
Palacký University, Olomouc	30	135
Comenius University, Bratislava	10	100
Šafárik University, Prešov	20	72

At the technical universities a language other than Russian is obligatory for two hours a week in the second year, and English is a popular choice. Unfortunately, though, the pressure of main technical subjects has forced language study back from the final year to the second, a time when students are not generally highly motivated towards a subject for which they see no immediate need. Classes may include beginners as well as those with secondary school grounding, so that not much real ESP work is possible at undergraduate level. There is, however, extensive and effective teaching of English for Special Purposes (ESP) to highly motivated small postgraduate classes. Organisation of English teaching in the technical universities varies: some have an English Department with overall responsibility, others have teachers of English within each faculty.

In adult education English classes are popular and provided extensively, in both day and evening classes at the twenty six language schools in principal towns. Of a total 59,000 pupils, 22,920 learn English. The Prague Language School, the largest, has over 6,500 students of English and sixty teachers. Classes are attended by a wide variety of people: research workers who have to cope with foreign texts, secretaries interested in acquiring a language for which they may have no immediate vocational use; keen students wanting extra opportunity, etc. Teachers at the language schools have, on average, a better command of English than those in the main school system; language schools are able to buy limited quantities of books from Britain, and their teachers may have more scope for initiative.

Administration and inspection at secondary level is by delegation from the centre to regional pedagogic institutions, where the supervisors are not subject specialists. Basic schools come under district administration.

There are some radio programmes for schools' English but they do not seem widely used enough to be significant.

3. TEACHERS OF ENGLISH

The comparatively small number of teachers of English in the basic schools' experimental programme are usually graduates of pedagogical institutes (which may be part of a university but do not award full degrees). Their own English is often inadequate, so that the two Ministries of Education have provided annual in-service summer schools for them with British Council support.

Secondary and language school teachers are graduates of the Philosophical/Pedagogical Faculties of the traditional-type universities. Their training includes methodology; their own preferences for in-service training are almost invariably language improvement and background knowledge of Britain. At school they often teach a second subject such as German or Physical Education. They are not involved in teaching literature (though they are sometimes keenly interested personally) and at their pupils' level of proficiency 'reading practice' is a more meaningful term.

In-service summer schools of about two weeks' duration are available each year for about 75 teachers in basic schools, 110 secondary and 60 tertiary level teachers, with the British Council aiding in the provision of directors, lecturers and materials. Thirty places at summer schools in Britain are given annually to teachers of English and fifteen places at language courses in Britain to outstanding final year undergraduates entering teaching. There is a dearth of contact with native speakers; indeed, secondary school teachers of English may not have talked to a native speaker since leaving university, let alone visited Britain. There is intense competition for summer school places, especially those in Britain. Concerning summer schools in Czechoslovakia, British visiting lecturers have commented frequently on the eagerness and industry of participating teachers.

There are no professional organisations for teachers of English, though at a higher and more academic level there are linguistic study circles in Prague, Brno and Plzen. Regional pedagogic institutes run some short in-service courses for teachers of English, and the resident British lecturers sometimes help.

4. MATERIALS SUPPORT

Schools use a centrally prescribed course (in Czech lands: Angličtina, in Slovakia: Anglický jazyk) and there are adaptations for language schools etc. Supplementary materials are not readily available.

In bookshops imports from Britain are occasionally available at inflated prices. These are generally reference and supplementary teaching books rather than literary texts.

The State Library's English Section in Prague and the Comenius University Library in Bratislava are generously supported with British Council funds and accessible to teachers, etc, able to borrow personally. Postal borrowing is said to be possible but certainly involves long delays. The Prague library's English section has an open display of 18,000 English books and periodicals; the Bratislava one does not. These two libraries touch only the surface of potential demand. Provincial town libraries often have some English books.

When the language is taught for only two hours a week, the secondary school English course is generally confined to the prescribed textbook. There is very little use of cassettes and films except in adult language schools.

English classics (Shakespeare, etc) are widely available in translation, as are a number of approved modern works.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

There are two Ministries of Education, Czech and Slovak. All our official dealings are with Desk Officers, currently Mr M Husek (Czech) and Ing D Sládek (Slovak).

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

This has been effectively covered in Sections 2 and 3 above.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

A Marxist state does not permit private commercial schools or British Council direct teaching of English. There is a small American International Primary School (80 pupils) for ages four to sixteen. This does not have professionally qualified teachers of English as a Foreign Language (EFL). Its enrolment list does not include Czechoslovaks; the majority of pupils are from non-native-speaking families, mostly diplomats.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

Four British lecturers are employed on British Council-subsidised terms (Minor Benefit) by the Czech and Slovak Ministries of Education, primarily for duties at the Philosophical Faculties of Charles University (Prague), Palacký University (Olomouc), Comenius University (Bratislava) and Šafárik University (Prešov). Their contractual commitment to the universities is not heavy and they are encouraged to extend their work to teacher-training, ESP, and secondary institutions.

There are no direct teaching of English, literature classes, or other cultural activity at the Cultural Section. Access to it is forbidden to Czechoslovak teachers without official permission, though some do borrow tapes and films from our small stock.

Apart from the four lecturers' posts, the main opportunity for British specialists is at the summer schools for teachers of English referred to previously. On five of the six courses held this year (1982) a British director of studies was assisted by two or three British lecturers; on the sixth, two British lecturers worked under a Czech director. The total was twenty. Because of currency exchange difficulties, British teaching materials are not used, except occasionally in adult language teaching schools and universities, which have a small fund for their purchase.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

Five American lecturers were provided for summer schools this year, working in cooperation with British colleagues. The US Embassy has a library in Prague. In present circumstances greater US involvement is unlikely.

10. OTHER AGENCY SUPPORT

Occasional English language assessments of Czechoslovaks are done by Cultural Attaché for UN agencies.

11. COMMERCIAL OPPORTUNITIES

Because of currency exchange problems and political constraint there are no commercial opportunities for British publishers.

12. CREATIVE WRITING

There is none in English.

20

13. CURRENT RESEARCH

Higher degrees are obtained by thesis after part-time study. The degree of Ped Dr is awarded for little additional study, but other further degrees require academic ability and greater application.

University teaching staff need a higher degree to enhance career prospects, and sometimes specialise in literary topics unconnected with their teaching, though pressures for practical topics are emerging.

Linguists who have published notable works include Dr J Firbas of the Brno University's English Department and Professor Poldauf (semi-retired) of Charles University, Prague.

In the past year there have been two bursaries in English Studies in Britain, including one to the Cambridge seminar.

14. GENERAL STATEMENT

There is a growing demand for English language in schools and universities, and teachers represent an identifiable and generally dedicated anglophile group very well worth increased help.

It is unfortunate that the time available in schools and tertiary technical institutions is normally only two periods a week. This limitation is the strongest factor that inhibits a higher standard of achievement in the main educational system. In any case, though, the limited nature of our resources necessitates the concentration of support on teachers, university staff and teachers in training.

THE BRITISH COUNCIL
ENGLISH TEACHING PROFILE

COUNTRY: ETHIOPIA **June 1981**

Introduction

Ethiopia consists of 14 regions and had an estimated population of 31 million in 1980, of whom roughly one-half were aged 19 or below. Its economy is based on agriculture, and its economic fortunes tend to follow the fluctuations of the coffee market.

The language situation is complex. There are no less than 3 families of languages, Semitic, Cushitic and Nilotic, comprising some 35 district languages, as well as various dialects which if counted as languages bring the number to around 100.

Amharic, a Semitic language derived from the classical tongue Ge'ez is the first official language. It is the home language of about 8 million Ethiopians. In addition to Amharic, the national radio station provides regular broadcasts in the other widely spoken languages, viz Tigrinya, Orominya and Somalinya. Recently the government announced that courses are also being given in Kunaminya, Kembatigna, Hadiyigna and Geodogna in connection with the drive against illiteracy. However many of the languages still do not exist in a written form.

The National Literacy Compaign was launched as a pilot project soon after the Revolution in 1975. At that time it was estimated that only 7% of the population was literate. The main campaign was launched in June, 1979. In March, 1981, Colonel Goshu Wolde, the Minister of Education, announced that, as a result of the Campaign, nine million people had been made literate and that the literacy rate had been raised to 35%. There can be no doubt that the Campaign has achieved far-reaching results particularly in the urban areas. Ethiopia was awarded the UNESCO literacy prize in 1980.

1. The Role of English

English is taught as a subject from Grade 3 of the Elementary level, and becomes the medium of instruction from Grade 7 (the first year of the lower Secondary level) and, in theory, remains the medium of instruction in all educational institutions thereafter. In fact, because of the English deficiencies of many teachers in secondary schools a good deal of instruction takes place in a mixture of English and Amharic.

Although the Ministry of Education of the post-revolutionary government of Ethiopia issued a paper in 1978 in which reducing the role of English in education was considered, the final conclusion of the paper was that English must continue to be taught in Ethiopian schools. (An extract from this paper is located in CIU/ELD.)

English is needed for specialist purposes rather than as a language of general communication. It is the language of the printed word by and large only where that is likely to be read by foreigners, and Ethiopians rarely converse with each other in English except when a foreigner is present. English is used in government departments dealing with foreigners as well as in administration, but only at the most senior levels.

Programmes in English are transmitted by the Ethiopian Broadcasting Service but to a much smaller extent than formerly. For example, of the half-hour radio "transmission in English" at lunch-time only about one-third is given to news and comment in English; the rest of the time is usually filled by the playing of recorded music. The Ethiopian Television Service which serves only the Addis Ababa area broadcasts programmes in English for rather over an hour every evening. The programmes consist of news and commentaries and a mixture of documentaries and short feature films usually produced in Britain or America. Radio Voice of the Gospel, which used to broadcast predominantly in English, was closed down in 1977.

2. English within the Educational System

The number of pupils in the various sections of the school system in Ethiopian Calendar year 1972 (11.9.79 to 10.9.80 Western Calendar) were as follows:

	Primary (1-6)	Junior Secondary (7-8)	Senior Secondary (9-12)
Government	1,494,000	165,000	180,800
Mission	76,900	7,700	4,100
Public	218,000	11,400	-
Church	21,200	2,000	300
Totals	1,810,100	186,100	185,200

The gross participation rates (pupils enrolled as percentage of the total number of children in the relevant age groups) were estimated to be as follows:

Primary (Age 7-12)	38.5%
Junior Secondary (Age 13-14)	13.3%
Senior Secondary (Age 15-18)	7.1%

Although school enrolments have almost doubled in the last six years, the gross participation rates are still very low, even by developing-world standards.

English is a compulsory subject in the National examinations conducted at the end of Grade 6, 8 and 12. The latter examination, also known as the Ethiopian School Leaving Certificate Examination, provides the basis on which students are selected for tertiary-level institutions. A Grade C pass in English is necessary for entry into university, but some departments demand a Grade B pass in English. All first-year university students have to take the Freshman English Course. Much of it is of a remedial nature to make up for the shortcomings of English teaching in secondary schools. Students who fail the Freshman course have to repeat it until they pass or they are not allowed to graduate.

Responsibility for syllabuses and the choice of textbooks is centrally controlled at the school level. The Curriculum and Supervision Department of the Ministry of Education has produced a new series of English textbooks under the title 'English for New Ethiopia'. Some of the reading passages in the series reflect the new political orientation of Ethiopia, but the pedagogic quality of the series is reported to be sound. Until the departure of the Council's last English Language Adviser in the Ministry of Education in 1978, a Council ELT Specialist had been associated with the editing and production of Books 1 to 6 of the new series.

Inspections of teaching of English are carried out three times a year by staff from regional education offices.

The English Department of the University has produced quite a number of special English courses to meet the needs of students in the various disciplines. (At school level, all students follow the same course.)

Correspondence courses for adults are offered by the Department of Adult Education of the Ministry of Education. Courses in English are at present available for Grades 9 to 12.

Eleven educational broadcasting centres have been set up, of which three have been in operation for some years. The other eight are said to be ready to begin educational broadcasting for the next school year, beginning in October 1981. The three stations which have been operating for some time have been providing instruction in basic subjects for primary schools, including three hours of English per week. The eleven broadcasting centres will provide coverage for 80% of the population of Ethiopia. Some of their broadcasts will be in the field of adult education.

3. Teachers of English

In the past the British Council and IUC provided considerable numbers of teachers and advisers to assist English teaching in Ethiopia. As recently as 1976, when the last ELT Profile was written, the UK was providing support for the following UK-recruited staff:

7 University teachers of English;
2 English Advisers in the Curriculum and Supervision Department of the Ministry of Education;
1 ELT Supervisor in Gondar; and
1 Head of the English Department at the Harar Military Academy.

Only one UK-recruited and UK-supplemented teacher now remains. He lectures in the Junior Agricultural College at Debre Zeit and also assists in the preparation of materials for the English Department of Addis Ababa University. He is in receipt of a supplementation from the Committee for International Cooperation in Higher Education (CICHE).

Virtually all tertiary-level institutions employ a number of expatriate teachers of English. Most of them emanate from India and Sri Lanka but the University also employs two British teachers (directly recruited) and a Canadian and a New Zealander, both of whom have been in Ethiopia for many years. There are also a number of Indian and Sri Lankan teachers of English in secondary-level institutions.

A proposal supported by the Ambassador for the posting of British volunteers to Ethiopia to teach English in secondary schools is under consideration by Voluntary Service Overseas.

4. Materials Support

It is understood that most schools suffer from an inadequate supply of copies of the 'English for New Ethiopia' series. It is said that in many classes five pupils have to share one book. The shortage should be only temporary as the series is being produced locally by the Materials Production unit of the Ministry of Education. Therefore production does not depend on foreign exchange.

The last two books in the 'English for New Ethiopia' series are not yet in production. It is understood that grades 11 and 12 are still using books of the 'Contact' series.

Schools have virtually no supporting materials. School libraries, except in some well-established town schools, are virtually non-existent.

5. English outside the Education System

There is only one sizeable commercial English Language school in Ethiopia. It is situated in Addis Ababa and has three hundred to five hundred students, depending on the time of year.

The United Nations Economic Commission for Africa and Organisation of African Unity, both of which have their headquarters in Addis Ababa, conduct English language classes. The classes are intended primarily for the staffs of these organisations, but one hears that diplomats and their wives and staff from other UN bodies are also admitted to the classes. The Council is frequently approached for advice on suitable teachers for these classes.

The Soviet Embassy also conducts English classes for its very large staff. They require English as at the present time few Ethiopians understand Russian.

6. British Support for the Teaching of English

Paragraphs 3, and 3.1, above give details about the reduced British role in the teaching of English in Ethiopia.

A small Direct Teaching of English operation began at the Council centre in Addis Ababa in May, 1979. In view of the limited accommodation available, enrolment in the operation is limited to 150 per term. Teaching is undertaken by six part-time teachers, all of whom have considerable ELT experience.

7. American Support for the Teaching of English

There is now no American support for the teaching of English in Ethiopia. The United States Information Services (USIS) libraries were closed down in April 1977.

8. General Statement

The present Ethiopian Government's stated intention like that of its Imperial predecessor, is to make Amharic the language of instruction in all secondary and tertiary institutions in the long run. The Revolutionary Government now has no doubt about the importance of English teaching in the educational system, and officials make it plain that they would welcome the return of British-born advisers and teachers to many institutions in this country. The situation referred to in the 1976 Profile is now over: the University and all other educational institutions are now functioning normally. For various reasons student strikes and demonstrations no longer interfere with the operation of such institutions.

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THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: Ghana **Date: April 1983**

1. ROLE AND STATUS OF ENGLISH

English is not the medium of instruction in state schools, where it is taught as a second language only from class 4 (age 10). In private schools English is the medium of instruction from the very beginning (class 1), as it is in secondary schools whether state or private, from what would be called class 8 under the old system. It is the medium of instruction for science and mathematics and for history and geography at all levels.

English is widely used as a medium of communication within Ghana, especially among the professional classes. This is partly because English is the language of the professions and partly because it is widely understood by those who speak one of the nine recognised vernaculars, when they would not necessarily understand each other otherwise.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

In private schools English is taught from the very beginning (age 6). In state primary schools it is taught for one period of 40 minutes for five days a week from class 4 (age 10). In secondary schools and tertiary education it is the medium of instruction.

There is an examination at the end of middle school (class 10) which is in effect a Common Entrance examination to the secondary level. At secondary level it is possible to take the GCE O Level and A Level Teacher Training. It is possible to take the University of London or University of Cambridge GCE O Level examinations and some non-Ghanaian students prefer to do this.

A pass in O Level English is mandatory for secondary and university education. Fluency in English is mandatory in the final degree university examinations.

The Ghana Institute of Languages offers courses in all languages other than the Ghanaian vernaculats. Some adult education takes place in English through the People's Educational Association and through social welfare workers in the rural areas.

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Radio and TV no longer provide effective support to the learning of English. A correspondence course in English is run by the Institute of Adult Education, Legon, with the West African Examinations Council (WAEC) O Level as the standard to be aimed at.

3. TEACHERS OF ENGLISH

Few expatriates now teach in schools, only missionaries remaining in their own schools.

All teaching and teacher training is inhibited by the almost total absence of equipment, even chalk or desks (see Section 4). The loss of experienced and qualified teachers to Nigeria (whence they seem not to have returned with other workers) and to early retirement and farming has seriously damaged education.

In-service training is limited by feeding, accommodation and transport difficulties to small local efforts.

The principal organisation for teachers of English is the Ghana Association of Teachers of English; all teachers of English are members of this association. GATE has very little influence on syllabuses or methodology. It probably has some influence on the organisation of the school time-table.

4. MATERIALS SUPPORT

Textbooks, reading books and teachers' books are very scarce and are not being replaced. Local production is limited by the severe paper shortage and no books are imported for schools. Although the British Council runs a resale scheme which is much valued, its national effect is negligible.

Teaching equipment such as tape-recorders or projectors is now rarely useable, since the absence of spare parts has prevented maintenance.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

There is some confusion about syllabuses and the choice of textbooks. The latter is to a large extent indirectly controlled by the West African Examinations Council through the syllabuses it draws up for its examinations. However, the WAEC does not draw up a specific syllabus to be taught, and the Ghanaian Association of Teachers of English in effect controls what the teacher teaches in order to achieve the standard set by WAEC. In literature, of course, the WAEC-recommended textbooks are of necessity followed. The Ghana Education Service, through its Curriculum Research and Development Department (CRDD), has a hand in framing syllabuses and is also influential in recommending the use of certain textbooks. To the outsider there seems to be a need to harmonise the recommendations of these separate bodies.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

There is an Inspectorate Commission of the Ghana Education Service which works in conjunction with the CRDD but the system has no capability for inspecting English as a subject.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

There are no private schools of English. However, some small typing schools offer elementary office skills through the medium of English.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

The Key English Language Teaching Scheme (KELT) post at the Institute of Education, Cape Coast, ends in mid-1983. He worked on improving English methodology in training colleges.

The Council ELO post (English Language Officer) was withdrawn in 1979. An ELT capacity is retained in the existing staff and in the resources of the Accra and Kumasi libraries.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

The Peace Corps is no longer engaged in English teaching nor does USICA involve itself.

10. OTHER AGENCY SUPPORT

No other agency, commercial or otherwise, is engaged in English teaching.

11. COMMERCIAL OPPORTUNITIES

Nil.

12. CREATIVE WRITING

As in other anglophone West African countries English is used powerfully and effectively. Cameron Duodo, Ayi Kwesi Armah, Ama Ata Aidoo and Meshack Asare are among writers widely read and known.

The Ghana Book Development Council gives annual awards to writers. In 1982

The Brassman's Secret by Meshack Asare won the main award. At the ceremony, he was one of the few prizewinners to be present. The rest had left the country.

13. CURRENT RESEARCH

No research projects relevant to the teaching of English are known to us.

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

We cannot find any relevant books or recent material, published or unpublished.

15. GENERAL STATEMENT

English teaching in Ghana will not be given any priority by the present government, although it retains its importance. English is the Chairman of the People's National Defence Council's language of communication with the people.

Training colleges (see Section 3) are weak, hence one may predict a continual decline in standards of teaching.

The three quarter million young Ghanaian workers recently forcibly returned from Nigeria bring with them a reinforcement of the West African English patois, which is undoubtedly part of the future and may compete with internationally intelligible forms. It is probable, however, that there will continue to be a massive broken-English speaking population and a limited, Been-to standard English one. It may be that the collapse of the education system is irrelevant to the maintenance of language systems.

THE BRITISH COUNCIL
ENGLISH LANGUAGE DIVISION

ENGLISH TEACHING PROFILE

Country: INDIA **Date: May 1980**
(Northern Region: Haryana, Punjab, Himachal Pradesh, Chandigarh UT)

1. The Role of English

Although all official work is done in the local languages, English is still widely used for management in industry, commerce and government. It is also important for inter-state communication. However, it is difficult to find occasions for which the language is used exclusively; in practice, oral communication will often consist of alternating stretches of English and the local language. Written communication between different language groups is always carried out in English.

2. English within the Educational System

The great bulk of the population has little contact with English. For the rest, exposure is at secondary levels in Government Secondary Schools, where English is a compulsory subject, at the small number of Government Model Schools where English is the medium, or at the few remaining private English-medium schools. English is compulsory for admission to the First Degree Colleges and is a compulsory subject for all students in their first year; it is the medium of instruction at the professional colleges (for Medicine, Engineering etc) and at the universities for postgraduate courses. In recent years a few Adarsh (Model) Schools have been opened by the Punjab Government in rural areas where English will be taught right from the primary stage. This is done with a view to better educational and job opportunities for the economically disadvantaged children.

2.1 At secondary levels, nine lessons a week are prescribed, and in the urban areas this is usually achieved. Colleges prescribe eight periods a week. Most lessons throughout the system (excluding postgraduate levels) are spent on English language with a minute amount of poetry reading at secondary levels expanding slightly in the colleges to include a few plays at college level. At the universities, ie for postgraduate classes in English, the content is exclusively literary.

2.2 Examinations are conducted by the State Boards of Secondary Education (for schools) and by the University Boards (for colleges). These authorities also prescribe the textbooks and syllabuses. There are, however, a few Central Schools whose examinations are conducted by the Central Board of Secondary Education, Delhi.

2.3 As stated, English is compulsory for admission to degree colleges, the professional colleges and the universities.

2.4 The District Education Officer in each State is responsible for the supervision of standards in all subjects.

2.4.1 There is no emphasis on ESP.

2.5 There is no provision for the teaching of English to adults.

3. Teachers of English

3.1 There is no shortage of trained teachers in this region. At every level, all staff are Indian nationals.

3.2 The minimum qualification required for a teacher of English is a first degree - but not necessarily in English - and a postgraduate BEd to include English as one of the two teaching subjects. A first- or second-class MA (in English) is required for the position of lecturer.

3.3 There are about forty Colleges of Education in the region, affiliated to the universities, and the subject 'Teaching of English' is chosen by the majority of the 3000-plus students who pass through them annually. The courses are mainly theoretical with almost no practical training. There is virtually no in-service training. The RIE, Chandigarh, holds two courses of four months' duration each year. About thirty-five teachers attend each four-month Diploma Course.

3.4 There are no professional organisations for teachers of English.

4. Materials Support

4.1 In the last eight years, a set of graded textbooks has been introduced to almost all the schools in the region, with workbooks for the first two in the series. These are part of a package of innovations in examinations and syllabuses. The transition has been away from translation, fragmentation of teaching points and emphasis on a knowledge of 'parts of speech', and towards a structural syllabus with graded material taught with modern techniques. Nearly all schools have adopted this pattern.

4.2 There is hardly any shortage of textbooks for the main course in English. Production is nationalised. The course books - the 'English Readers' - are written at the CIE, Hyderabad, published initially by the NCERT, Delhi and offered to the State Boards free of charge. There is no demand for audio-visual aids. There are at present no local projects related to the production of teaching material. There are no supplementary readers in actual use.

5. English outside the Educational System

Nil

6. British Support for the Teaching of English

6.1 One KELT officer acts as Associate Professor of English at the Regional Institute of English (RIE). Apart from teaching on the in-service courses, he is involved in producing extra reading cards (on the pattern of SRA Reading Laboratory) for junior secondary pupils.

6.2 Staff and trainees make extensive use of British textbooks, films and tapes.

7. American Support for the Teachers of English

Nil.

8. Current Research and Bibliography

8.1 The University of Punjab showed some interest in a syllabus for the teaching of English to Science students in the first year of the first-degree courses. But it was short-lived.

8.2 Published and Unpublished Materials

8.2.1 **Teaching English - Notes for English Teachers in Training** OUP for the RIE 1972; reprinted 1973.

8.2.2 Prospectuses: various; for Punjab University, Himachal Pradesh University, Punjabi University.

9. General Statement

9.1 Strengths and Weaknesses

At secondary level the school system has adapted itself to the major reforms introduced 8 years ago in examinations, syllabus, coursebooks and teaching techniques. Principals, teachers and Boards of Education are not yet fully at ease with the innovations and often seek guidance on methods, rationale and test papers related to the new syllabus.

9.1.1 The main weakness is still the shortage of specially trained teachers of English having a satisfactory command of the skills of the language as well as the skills of teaching it. The Colleges of Education continue to produce large numbers of graduates acquainted only with the more traditional methods and without sufficient personal experience of the language. On the whole, therefore, the standard of English in the State Secondary Schools attended by the great majority of children in this region is poor. Students in the first year of the degree colleges find that the level of their English is often inadequate to meet the demands of English medium instruction.

9.1.2 At university level, language skills are ignored, since the principal object of study is literature.

9.1.3 Here and there, there has been the realisation by individuals involved in English teaching that the weaknesses endemic to the teaching at secondary level need to be rectified at some stage. But there has so far been no sign of any concerted action to attack the obvious problem. In-service training of secondary teachers is negligible in its effects; there is no in-service scheme for lecturers; and there is no time on the university syllabus devoted to direct language teaching.

THE BRITISH COUNCIL
ENGLISH LANGUAGE DIVISION

ENGLISH TEACHING PROFILE

Country: **INDIA (Uttar Pradesh)** **Date: May 1980**

1. Role of English

English is a medium of instruction in public schools. It is the medium of teaching science and mathematics at central schools right from the first standard. In the rest of the schools, the regional language is the medium of instruction. At the undergraduate level in Humanities, English is not the medium of instruction in most universities, but in science and technology it continues to be so. At the postgraduate level, even in Humanities, the students have the option to choose English or the regional language as the medium of instruction. It has been observed that in the universities, where provision exists for the use of the regional language as the medium of instruction and examination in science subjects, the majority have opted for English.

1.1 In most schools, English is taught right from the first standard. Although it is no longer a compulsory subject at the undergraduate level, nearly 60% students offer it. Incidentally, in 1975 the number of students who sat for MA English in Indian Universities was 7,785. Among languages in India, this figure is next only to Hindi. During 1961-70 (in all) 233 doctoral dissertations in English were accepted by Indian Universities, according to the Inter-University Board of India.

1.2 English is used as a medium of communication only by such sections of the Indian community as are English-educated and belong to the elite. It continues to be a common medium of inter-state communication, official domains like airports, and luxurious hotels, where English is habitually used.

1.3 The role of English as an important language of international communication is considered to be indisputable, particularly in the fields of higher education and research, international trade and diplomatic assignments overseas.

2. English within the Educational System

2.1 Six to eight hours per week are usually allocated to the teaching of English both at the primary and secondary levels. At the undergraduate level, only four periods per week are assigned to the teaching of English.

2.2 At the secondary level and above, a formal distinction is made between English language and English literature, the two having separate courses. Those which offer English Literature are supposed to have a better control over the English language, but this is not usually the case.

The principal public examinations by which English is examined in this part of the country are:

1. the Board of High School and Intermediate Examination, Uttar Pradesh, Allahabad;
2. the Board of Secondary Education, Delhi.

Success in English examinations is no longer an entry requirement for the University.

Up to the Junior High School (except in Central Schools), the responsibility for syllabuses and choice of textbooks is delegated to schools and institutions. In the Junior High School and above, this is centrally controlled.

Emphasis on the teaching of English for special purposes is apparent only at undergraduate level.

There is no external agency charged with the supervision of English teaching.

There is no provision for the teaching of English to adults except in some private coaching institutes.

3. Teachers of English

Only the local staff have been given the English-teaching cadre at all levels. All the staff members have the minimum qualification laid down by the Government. The qualification required is the Master's degree in the subject. For teaching English at the school stage, one is also required to possess a teacher-training degree or certificate. Very few local teachers get the opportunity of joining in-service or vacation training courses in the English-language teaching institutes located in the various states. There is no local professional organisation for teachers of English.

4. Materials Support

Schools and institutions do not suffer from serious shortages of textbooks.

The general pattern is of uniformity in the textbooks.

At undergraduate level, the textbooks are too numerous to be mentioned here, and these are changed from time to time, occasionally to accommodate vested interests. At the school stage, books written by ELTI, Allahabad and Board of Secondary Education, Uttar Pradesh, are used, whereas in Central schools books prescribed by the Central Board of Secondary Education are uniformly used.

Tapes and films are considered to be a luxury which few schools can afford for classroom teaching.

There are no local projects related to the production of teaching material, except the ones undertaken by the ELTI Allahabad staff.

5. English outside the Educational System

There are some private coaching institutes for English teaching, some exclusively for teaching spoken English, but their main purpose is profit-making rather than imparting instruction in any meaningful way.

6. British support for the Teaching of English

6.1 to 6.4 There is no British staff of any category engaged in the teaching of English in this part of the country. Teachers, however, have greatly benefited from the advisory role of the British Council. The British Council Libraries have also been helpful to the teachers and scholars of English. British textbooks and teaching materials are widely used. The British dictionaries of the English language and books of grammar and usage are in great demand.

7. American support for the Teaching of English

Nil.

8. Current Research and Bibliography

Sporadic attempts by individuals have been made in a sociolinguistic survey of Indian English at the instance of and with support from the University Grants Commission.

9. General Statement

The main strengths of the present ELT situation are:

a. knowledge of English still being considered a prerequisite for a good job and better prospects;

b. the role of English as the most important library language;

c. its utility as a means of inter-state communication or as a link language;

d. the prestige enjoyed by the English language;

e. its role as a major international language;

f. its great literary heritage, which has influenced indigenous literature in regional languages. Its main weaknesses are:

1. much of the ELT situation, particularly courses in English and methods of teaching and testing are conservative and old-fashioned;

2. paucity of teachers specially trained for the teaching of English;

3. neglect of spoken English;

4. there being greater emphasis on the reading of the second-hand bazaar notes than of the official texts;

5. the English-teaching programme continuing to be literature-biased: very often the teaching of English means the teaching of English Literature;

6. there being no contact with native speakers of English and no exposure to the native model(s) of spoken English;

7. there being little provision in the present-day ELT situation to acquaint students with functional English at any level of their teaching programme.

LITERATURE ANNEXE

1. Status of Literature

At the postgraduate level English literature is regarded as a major imported literature; at the undergraduate level it is often regarded as a part of language teaching. In recent years, both at the undergraduate and postgraduate levels, Indian writing in English, particularly fiction, has been a popular subject. This is considered to be the native literature.

2. Literary Education

2.1 Generally, the children are first taught English literature in state schools at the age of 13-14 (Class VIII) in the context of ELT.

2.2 The Literature content in examination at O and A level equivalents generally includes short poems, short stories and plays (sometimes adapted and abridged). The UK-based examinations are nowhere taken in the States.

2.3 The professional association of teachers of English, which functions at the all-India level, is known as the All-India English Teachers Association. It holds its conference once a year and brings out a journal.

2.4 Literature textbooks most widely used:

Drama:	**The Merchant of Venice, The Rivals, Arms and the Man, Candida, Murder in the Cathedral, The Silver Box.**
Fiction:	**Gulliver's Travels, Pride and Prejudice, A Tale of Two Cities, The Mayor of Casterbridge, Animal Farm.**
Poetry:	**Poems by Shakespeare, Herbert, Milton, Wordsworth, Shelley, Keats, Tennyson, Browning, Davies, Bridges, Frost.**
Essays:	**Essays by Bacon, Addison, Lamb, Hazlitt, Hunt, Stevenson, Chesterton, Lucas, Lynd, Priestley, Huxley.**

2.5 Undergraduates studying some English: approximately 60%; specialising in English: approximately 60%.

2.6 Degree courses in Literature are genre-based: ie Prose in Part I, Poetry and Drama in Part II, and Literary Criticism in Part III of the Three-Year Degree Course. Periods of literature substantially covered are the sixteenth century, the eighteenth century, the nineteenth century and the first half of the twentieth century. At final level, the students would have read some representative works in various genres for the periods mentioned above.

2.7 Postgraduate courses in English literature are chronological. In one paper the students have the option to offer any one of the following:

a. American Literature;
b. Indian Fiction in English;
c. Linguistics and the History of the English Language.

The Libraries are reasonably well equipped but there is a paucity of original literary texts which are widely important for research, and a general tendency to spend more money on the purchase of books on criticism than on creative literature. The number of periodicals subscribed to is not sufficient to cope with the demands of research.

3. The Literary Scene

3.1 The mother tongue literature is available in plenty and is taught in schools. The two popular genres in this context are poetry and short stories. The local writers do not normally work in English.

3.2 British literature tops the list of foreign literatures translated into the vernacular, but the number of such translations is very meagre. Only such literature books are published locally (usually with explanatory notes and critical comments) as are prescribed in the syllabuses.

3.3 Literary texts prescribed in various courses are generally available both in libraries and bookshops. But the ones that do not figure in syllabuses are scarcely and haphazardly available.

THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: INDIA **Date: January 1982**
(Western and Central Region: Madhya Pradesh,
Gujarat and Maharashtra)

1. Role and status of English

In West and Central India (Madhya Pradesh, Gujarat and Maharashtra) English continues to be the language used in most international and inter-state conferences held in the three states of the region which use English for business and commercial purposes, especially at senior management level.

In education, English is a compulsory language, albeit introduced at different stages of primary education by the different state governments. This means that all children who complete their secondary schooling study English as a compulsory subject for a minimum of four years. Although the regional languages are beginning to play a more important part in government, the demand for English continues unabated. This is seen in the growing number of new English-medium schools, many of them manned by staff who are ill equipped to teach through this medium and run by private organisations. At one time there was an embargo on English-medium institutions in Gujarat and Madhya Pradesh, but both states have relaxed their ruling. Most tertiary-level institutions have English as one of their subjects. Whereas in the past many of the universities used English as a medium of instruction, we find today that the number of these has considerably decreased.

However, for postgraduate work, students are still required to do much of their reading in English, even when the medium of instruction is different. A frequent additional complication is the fact that examination papers may be answered both in English and the regional languages, even when students have studied their subject, through the medium of the regional language. Opinions for and against English vary considerably and are subject to political pressure groups.

The Post and Telegraph Departments in the big cities continue to use English side by side with Hindi and the regional language, and other organisations like AIR and Doordarshan continue to have programmes in English, although these are few and far between. What is of particular interest is that prime time is given to the news in English by both these media sources.

A large number of publications continue to be available in English. The publication of books, periodicals and newspapers in English continues to increase in spite of heavy odds. In addition, more and more Indian writers in Bombay publish their works through small privately subscribed journals, and this interest in Indo-English literature is reflected in the increasing number of university departments offering courses in this subject on a par with Commonwealth literature.

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2. English within the educational system

The pattern of education in Gujarat and Maharashtra continues to be 10 + 2 + 3, while in Madhya Pradesh the 11 + 3 pattern still operates. The examination at the end of the eleven years in Madhya Pradesh is the Higher Secondary; in Gujarat and Maharashtra there is a Secondary Board Examination at the end of the ten years. University courses at undergraduate level still run for three years, but professional courses (law, medicine, etc) may be from four to five years. In the schools, English is relegated to the position of third language in the syllabus, the first two being the regional language and Hindi.

In Maharashtra, English is introduced in Standard V in all government-aided schools. Six periods of forty to forty five minutes each are allotted in a week.

In Gujarat, English is officially introduced in Standard VIII, although schools have the option of teaching it from Standard VI. Schools exercising this option are admissible for government grants. Once again, six periods of forty-five minutes' duration each are set aside for this subject. However, because of the discrepancy between the official introduction in Standard VIII and the option of introducing it from Standard VI, there is an extremely curious anomaly whereby it is possible to have students in Standard VIII who have studied no English at all along with those who have studied it for the last two years. Because of this curious position, the Government of Gujarat has decreed that all students, regardless of their knowledge of the subject, must begin learning the subject once again in Standard VIII. The result is that children who have already learnt to read and write, and perhaps speak a little, find themselves once more having to start with the alphabet. Gujarat is one of those states where because of public pressure the government has permitted the teaching of English to begin at an earlier stage, but because of official policy they continue to insist that it be introduced only in Standard VIII (ie at secondary school level). There is a suggestion that English be introduced from Standard VI in all schools; but this is still under discussion, and the districts continue to exercise their opinion of delaying the introduction to Standard VIII.

In Madhya Pradesh, English is now introduced in Standard VI (ie at middle school level), and students study it for five years, with an option at higher secondary level in Standard XI. Once again six periods a week of forty-five minutes' duration are allotted to English. It is of interest that traditionally Madhya Pradesh is the heartland of Hindi and that for a long time an anti-English group prevented students from paying any serious attention to the study of the language. However, in the last three years there has been a great deal of interest and revival in the teaching of English, and government-aided schemes support in-service courses for teachers in schools.

English Literature as such has hardly any place in the system, but Anglo-Indian schools affiliated to the Central Board of Secondary Education in Delhi do try to expose their students to works of literary merit.

The first public examination in English in these states is the Matriculation examination at the end of secondary school education. English also continues to be a compulsory subject at the plus 2 level (ie the Junior College level).

At tertiary level it continues to be one subject only for undergraduates studying the social sciences and commerce. In some universities even science students are expected to do one paper in English, but this is no longer compulsory in their final graduate year. Passing in English is a formal requirement for promotion, yet the standard is so low that, for those who put in a little effort, gaining the minimum is easy. There also exists a system whereby students by doing well in some papers earn the necessary 'grace marks' to pass in English.

Universities have their own academic councils to design courses and prepare materials, and each state government has a Textbook Bureau and a Board of Secondary Education responsible for syllabus design and the preparation of textbooks at school level. All textbooks are prescribed, and individual institutions do not have the option of selection of material to be used in their schools except in the rare case of the independent institution.

A certain number of so-called Central Schools follow the syllabus and textbooks prepared by the National Council for Education, Research and Training at the primary level. But at the secondary level they follow the state government syllabus to enable their students to fit into the mainstream of education courses. Most students who go to these Central Schools are children whose parents belong to Central Government branches and are therefore open to transfer within the country. To enable their children to follow a system of education that is cohesive, the Central Board has schools scattered about the regions, with preference given to the children of government servants. This is the only recognised board at All India level that prescribes an English syllabus.

Teacher-training colleges in Maharashtra now find that all teacher trainees are expected to have some knowledge of teaching English at school level. To help them implement this in practice, the State Institute of English for Maharashtra in Bombay is running a 3½-month in-service course for lecturers from junior colleges of education to acquaint them with techniques/methods in EFL. All three states have State Institutes of English which run in-service courses for secondary school teachers with a certain amount of guidance from the Central Institute of English in Foreign Languages, Hyderabad. The Gujarat Institute follows a slightly different pattern, offering a four-year BA BEd course in English in addition to helping the state government organise in-service courses for its teachers at primary and secondary level.

There is no separate-subject inspection cell in English in the departments of education in the region except for Gujarat. The inspection is done mainly by inspectors of schools whose main concern is the administrative problem associated with the organisation. There is, however, in Bombay the Language Development Project, which is slightly differently organised from ELTIs. Its main purpose is the improvement of language teaching - both first and second - including English at primary level in the schools that come under the jurisdiction of the Greater Bombay Municipal Council.

ESP as such is not attempted by any of the Universities in our region, but there is increasing interest, expressed by individual organisations and the SNDT University, in the design of courses for special purposes. The English Studies Officer is at the moment involved in the preparation of the syllabus and materials for a course in front-office reception skills (to be organised and run by the SNDT University in the academic session beginning in June 1980). English for secretaries is another project in which ESO is acting as consultant.

There are a large number of private coaching institutes where English is taught. One can see these scattered all along the bylanes of Bombay; as far as one knows they are very well attended. The attraction here very often is not just passing an examination: many candidates apply because they want to learn how to speak and write English and because they think that this will improve their job opportunities.

3. Teachers of English

There are no expatriate British staff officially employed in the region in ELT - nor any belonging to other nationalities. There are a few expatriate graduates teaching literature to adults in evening classes and independent schools. All the teaching is done by local teachers.

At the primary level there is no specialisation required for teaching English, but in Bombay the Language Development Project is organising and conducting in-service courses for teachers at primary level - apparently the only one of its kind that attempts to upgrade language teaching at primary level. Even if a teacher has been given some kind of in-service training at one of the ELTIs or at the LDP, he/she is still expected to teach other subjects. At primary level most teachers are class teachers.

At the secondary school stage, English is generally taught by teachers who have either studied English language or literature at the University, ie those who have taken one or two papers in this subject or those who have offered English as one of their subjects at BEd level.

All teachers are supposed to have some kind of training qualification at primary level, whereas at secondary level all staff in Maharashtra at least have a graduate qualification along with their BEd degree. The situation in Gujarat and Madhya Pradesh, however, is less promising. Many of the teachers who are qualified to teach at primary level also do the work at secondary level. In addition, because English was not compulsory for the Matriculation examination, many of those now holding jobs in schools have had very little English themselves. It is because of their inadequate qualification that crash-courses have been organised by the governments of Madhya Pradesh and Gujarat in an effort to upgrade the quality of English language among the teachers who are now required to teach it. The situation has improved of late, since passing at matriculation level in English is now compulsory.

> The kind of in-service training provided for teachers of the English language very often lasts one to three months. Here they are exposed primarily to: methodology based on the structural approach; some knowledge of the phonetics of English; and some work in grammar and syntax. The content of these courses is still based on the old CIEFL three-month courses, and very little attempt has been made to improve the methodology, which is the weakest aspect of these teacher-training courses; and any help that BCD can provide should really be directed at this level.
>
> It is unfortunate that the guidance provided by CIEFL is still content-based, and staff of ELTIs who have themselves been trained by CIEFL continue to teach the same outdated syllabus with which they themselves were familiarised. Unfortunately even the correspondence courses conducted by CIEFL were primarily meant to improve their knowledge of the English language; very little is done about improving their ability in the language and in teaching the subject.

The only professional organisation of teachers of English in this region is the Bombay English Association. The English Forum, at one time organised in various cities, seems to be less active now - I imagine mainly because Dr Velayudhan, who was primarily concerned with setting it up, has now gone back to his university in South India.

4. Materials support

Supply Each state has its own Textbook Bureau and Board of Secondary Education.

Its purpose is to produce the materials used in primary and secondary schools. In addition, central schools and schools following the CBSE syllabus use textbooks produced either by the NCERT or by the CBSE board. Textbooks are generally available though not always on time.

At the university level most first-year books are produced by small committees and published by the university. Sometimes commercial books are prescribed or recommended as textbooks; but this is rare now. At school level, uniformity holds within the state, and at tertiary level within the colleges affiliated to a university.

In literature, textbooks are recommended for use depending upon their availability and the price range offered. Students do little reading outside the prescribed textbooks, even at graduate level.

The Language Development Project, Bombay, at present funded by the Bombay Municipal Corporation, is concentrating on innovation in the production of materials and in testing at primary level. ESO has been involved in a consultative role, especially in the new correspondence course for primary teachers. Production of audio-visual materials on a small scale for use in the schools was begun.

Bombay Resource Centre (on our premises) has a large collection of material in ELT. Books, tapes, cassettes, records, slides, video cassettes and printed matter in grammar and usage, phonology, poetry, drama etc, are available on loan. At present, membership is about fifty, and institutions are enrolled as members free of charge. This Resource Centre has been functioning for only a year, and already membership has gone up 60%. One of the objectives that we have set ourselves is the expansion of membership to the Resource Centre; another is the dissemination of information about the resources available for use.

Familiarity with these materials has already resulted in local teachers' attempts to produce teaching material that is interesting and enjoyable.

5. English outside the education system

A large number of private commercial institutions in the region, especially in the principal cities, conduct classes in English. One may have doubts about the quality of the teaching provided by these, but there is no doubt whatsoever about their popularity.

Radio broadcasts for which the scripts have been written by individual members are a regular feature for All-India Radio's school programmes for English Studies in the regions. These programmes in Maharashtra are meant for primary and secondary schools; in Gujarat they are aimed at primary school teachers, and in Madhya Pradesh they are meant for middle and higher secondary students.

They are broadcast at specific times in accordance with their set schedules and are meant to be listened to by students in all schools. We are, however, aware that radio sets presented to institutions are not always maintained in working order. This means that the numbers of those listening are much fewer than one might expect. We have very little information regarding listening facilities for these programmes and their value.

It would be impossible to record all the institutions offering tuition in English, but a few are: Indo-American Society, Bombay; Angrezi Prachar Sabha, Bombay; Law Society, Ahmedabad; Pinge's Coaching classes; Symbiosis, Pune.

Most of these run classes in conversational English, a few, such as Pinge, being concerned with Secondary and University examinations. None of them is concerned with ESP.

8. British support for the teaching of English

ESO

A locally engaged English Studies Officer acts as consultant on a number of boards of studies and has helped to design ESP courses for SNDT University.

The main ELT activity of the one member of British staff has been mainly in an advisory capacity relating to Education in Britain. This London-appointed post of Assistant Representative (Education) was suppressed from July 1980.

Conferences

ESO participated in the Correspondence Education for Secondary School Teachers organised at CIEFL and ESO attended the Intensive Teacher Education Programme organised at Pachmarhi in Madhya Pradesh by the State Government of MP.

The Council is not involved in any extended direct-teaching activity nor does it directly support any institute in the region although ESO does spend quite a lot of time in a consultative role helping the ELTIs, the Language Development Project, and private organisations and institutions in the region. Work for these has been mainly concerned with short seminars to reorient teachers on new developments in both ELT and education.

Bombay arranges a large number of films in Education and Literature for local audiences.

9. American support for the teaching of English

There is no Anglo-American cooperative effort in ELT in this region.

The Ford Foundation, which provided initial support for the Language Development Project of the Bombay Municipal Corporation, has now withdrawn financial assistance. However, the Corporation itself has taken over the funding of this project and the work begun three years earlier continues.

The Indo-American Society conducts classes in spoken English on its own premises in Bombay.

12. **Creative writing**

a. English Literature as such is hardly taught at school level. It is however offered for study in all three states of the region at BA and MA level. There are also a number of students who have registered for their PhD in Literature. English Literature inevitably enjoys a much more enviable position in some universities than in others. In Maharashtra one could specify Bombay, Pune, Marathwada and Kolhapur among the better universities, whereas in Gujarat the only university that has an enviable reputation in the field of Literature is M S University of Baroda. At one time Nagpur had a very active ELT and Literature Department, but there has been a lot of anti-English agitation in the region. Inevitably this has had repercussions on work at the department.

At BA level the number of those studying Literature is fairly small; at MA level it is generally taken for granted that those who opt for Literature will in turn become teachers of the subject either in Junior Colleges of Education or, perhaps, in universities. Quite a number of universities are now offering language papers as part of their MA syllabus, and students are being exposed to a study of English syntax, phonology and grammar.

Old and Middle English papers are becoming a thing of the past, and a greater proportion of time is given to the study of literature from the sixteenth century to the 1960s. Literature courses are heavily oriented towards the seventeenth, eighteenth, nineteenth and twentieth centuries. There is a growing interest in the drama and poetry of the fifties and sixties, and these have been included in university syllabuses of late. However, wpat is lacking very often is an understanding of changing social values in Britain and of the context in which these recent literary works must be viewed. The teacher of the earlier literary works feels fairly secure, since what is taught is very much a second-hand version abstracted from critical works, and the original is hardly read, whether by staff or students.

Inevitably the picture varies from town to town, and in the smaller provincial universities the standard of teaching has suffered considerably in recent years. The lack of understanding and genuine appreciation arises partly from the fact that the staff who have to teach works of literary merit are often unsure about the language of the text and hence unable to make value judgements. Their own reading in the past has been confined to prescribed texts and critical works of texts, so that there has never been a wider exposure to the language and literature. The result is that the same texts keep being prescribed, and the same set of notes keeps being handed over from generation to generation; literary appreciation and understanding therefore hardly exist. In the larger cities the picture is rather different, and we have some very fine teachers who are well qualified to teach English literature and are extremely successful in the classroom.

b. Regarding research facilities, state and university libraries have been meeting the needs of research scholars, though not always adequately. Local publication of texts has helped to make available editions of works that might otherwise have been impossible to obtain on the market. Regarding current literature, there are a number of editions also available on the market. However, since the prescription follows a standard routine, the works that are often recommended for use at the graduate and postgraduate level are those which have been in use for many years. Innovations in the teaching of literature have not yet taken place, and the main teaching is achieved through textual explication. Tutorials are often neglected, and discussion occurs only in some institutions and university departments where staff have themselves studied abroad or engaged in research.

c. A good number of Indians write English novels, plays, poetry, short stories and newsreper articles with as much competence and facility as English writers. Indo-English literature has gained such significance that it is being offered for study by some universities at the MA level and is treated on a par with American and Commonwealth literature.

d. The study of English literature is not viewed with suspicion but is accepted as a close associate of native literature rather than as an imported literature. There has, however, always been a trace of politically motivated opposition to its elitist status in Madhya Pradesh and to a lesser extent in Gujarat, where support for its study has shown a steady decline.

e. At the school level, English literature is not studied at all.

f. The UK-based examinations are not taken any more in India. In the case of the ISC examination, which is preferred by some public schools, only the Cambridge model is used, but the papers are set locally by the CBSE.

g. Except for a few poems and one or two scenes from dramas, there is not much literary component in the English courses at the matriculation and Higher Secondary examinations.

g. There are English Language Teachers' Associations in all three states, but some of them are rather loosely organised, and very often the purpose for which they are formed is never served.

h. Some of the notable associations are:

The **BOMBAY ENGLISH ASSOCIATION**, which meets at regular intervals in Bombay and at times invites speakers, writers and poets.

The **PEN** (Poets, Essayists and Novelists), an international association which has its headquarters in Bombay.

The **ELT FORUM**, first started in Bombay in 1975 with cells spread all over the region; moved to Calicut. The Forum, edited by Dr Velayudhan, publishes a quarterly journal consisting of articles on ELT, poetry, phonology and so on, and always publicises British Council materials. Since its inception in 1975, the Forum has been getting active Council support in the form of participation and financial assistance.

i. At the school-leaving level, abridged works of Indian writers in English like M K Gandhi, Nehru, Tagore, and other eminent national figures are prescribed for study, but seldom the works of native writers. Only students in English-medium schools have some acquaintance with English literature at this stage, some of it probably by way of abridged editions.

j. All Arts undergraduates study English as one of the compulsory subjects in the first year. Those who opt for English Literature are very few indeed.

k. They will of course study the works of writers of the sixteenth, seventeenth, eighteenth, nineteenth and twentieth centuries, selected on a representative basis that varies from paper to paper. Some universities organise the degree courses in literature chronologically, but some concentrate on form. Yet others organise the course chronologically in the first year of MA and make it genre-based in the final year. The periods substantially covered are the Augustan, the Elizabethan, the age of Dr Johnson, the Romantic and the Victorian periods. The Elizabethan period is the inevitable favourite with all course designers at the university level. Literary criticism is usually taught by a representative sampling of essays.

At the MA final level, students may also have studied a certain amount of aesthetics, phonology, syntax and metaphysical and didactic poetry - and, among literary streams, Indo-English Commonwealth or American literature. In purely modern poetry, students are often brought up to T S Eliot and his contemporaries but not much later, though this is now changing.

l. The postgraduate courses in English Literature are so structured as to familiarise students with all major works in poetry, drama, novels, treatises and essays.

Very rarely do students read beyond the prescribed representative texts: they therefore fail to gain an insight into the politico-socio-economic conditions of the various periods.

Regarding research facilities, the state and university libraries have been meeting the needs of the research scholars, but the facilities could not be described as adequate. Money for literature is in short supply, and libraries are poorly stocked.

m. There has always been good activity in all the three states in the mother-tongue literatures. There are outstanding writers in the regional languages, and many works have been translated into English. Some local writers do work in English, especially in cities like Bombay, Pune, Baroda and Ahmedabad. There are a few notable novelists, poets, playwrights and of course political commentators in the region.

n. Compared with other foreign literatures, English literature is used more in translating into the vernacular. But the quality of translation is not often good and accurate because of the inherent intricacies of English custom, culture and the idiom.

o. Many English novels and plays turn up in recognisable and unrecognisable versions in Hindi films and, sometimes, the stage. Pirating of plots is a popular and pleasant pastime. Local publications of English literary works is gaining momentum now that some of the local publishers have started publishing cheap editions in paperback of the original works by arrangement with foreign publishers and universities. American fiction more or less equals the sale of English light fiction.

p. Books on English literature are available in all major libraries and reputable bookshops in the region. But, of course, the percentage of literary works sold is much lower than of popular fiction owing both to the limited audience and the cost.

13. Current research

Except for small experiments undertaken by the Language Development Project of the BMC, there is no noteworthy research in mind.

The HMP Institute of English, Vallabh Vidyanagar, is attempting to investigate how best to help evolve a viable teaching package in English for rural schoolchildren. But there is little to report at this stage.

15. General statement

The present ELT situation in the region remains more or less similar to that stated in the ELT profile in 1977. The interest in foreign languages is evident in the enormously increased numbers of students who register for French (Alliance Francaise) German (Max Mueller Bhavan) and Russian (Indo-Soviet Society).

British Council Division Bombay has been increasingly concerned with the production of syllabus design and with materials in ELT. Direct teaching has been considerably diminished because of the objection to the DTE operation by the Government of India, but at consultative level the demand has increased.

What is of particular interest in the present financial crisis is the realisation that local bodies are willing to pay for expenses incurred by ESO in the performance of her duties.

ENGLISH LANGUAGE TEACHING PROFILE December 1979

BRITISH COUNCIL
ENGLISH - TEACHING
INFORMATION
CENTRE

Country: LESOTHO

1. The Role of English

Sesotho is the first language of almost all Basotho, though there are small groups of Xhosa and Nguni speakers in the Kingdom. Lesotho was under British protection and administration for nearly a century. It remains a member of the Commonwealth and has strong political links with other former British possessions in Africa. Economically it is very dependent on South Africa, and a large proportion of Basotho males spend much of their working lives as contract workers in the mines of South Africa. English is therefore widely understood and used. It is the medium of communication in Government, the High Courts and business, and is the alternative language of the National Assembly. Lesotho also receives large amounts of technical assistance from overseas and is popular with tourists from South Africa, both of which facts contribute further to the use of English among urban Basotho.

2. English within the Educational System

The school system in Lesotho is based on 7 years of primary education (in Standards 1-7) followed by secondary education for 5 years. Formal education at both levels is largely in the hands of religious missions. The age range in each school year varies widely, and there is considerable wastage at every stage. More women than men work as teachers, and, in both primary and secondary schools, more girls than boys are enrolled as pupils.

2.1. Primary

According to the government syllabus, the aim is 'to equip the child with a knowledge of English adequate to enable him to understand and appreciate the spoken language'. Pupils are to receive such a thorough grounding in both spoken and written English that they will encounter 'no great hardship in using English as a medium of instruction' in secondary schools or training colleges. 'The method suggested in the Day-By-Day books is recommended'. Up to Standard 3, English is taught as a subject. In Standard 4, it 'should be increasingly introduced whenever possible. From Standard 5 upwards English should be the sole medium of instruction, Sesotho only being resorted to for explanation of difficulties', though Sesotho should remain the medium of moral and religious instruction for all primary classes.

The number of hours a week prescribed for English (with the number prescribed for Sesotho for comparison) is as follows:

Standards	English	Sesotho
1	3 hrs 30 mins	4 hrs
2 and 3	6 hrs	4 hrs
4 and 5	6 hrs 30 mins	4 hrs
6 and 7	6 hrs 40 mins	3 hrs 20 mins

2.2 Secondary

Most schools are independently controlled, and practice varies, but from 7 to 10 40-minute periods a week are usual, and more when literature is studied as an examination subject in the fourth and fifth years.

2.3 National Teacher Training College

In a week of 37 contact-hours, 5 hours are available for English (language, literature and ELT methods).

2.4 The National University of Lesotho (formerly UBLS)

All first-year students at the National University are required to follow a course in 'Communication Skills' and to achieve a satisfactory standard in the terminal examinations.

2.5 At primary level, literature is not a distinct subject, but extensive reading is - at least theoretically - encouraged. In secondary schools, language and literature tend to be taught and examined separately.

2.6 The Ministry of Education sets a final examination for primary leavers. The Junior Certificate examination, taken at the end of the third secondary year, is regulated by the Examinations Council of Lesotho and Swaziland. Language and literature are examined in separate papers, but a candidate's grade in English is arrived at by combining his scores on both. High schools prepare candidates for the Cambridge Overseas School Certificate examination, which they take at the end of their fifth secondary year, and in which literature is a separate and optional paper.

2.7 Though explicit requirements appear to have been relaxed, it remains practically impossible to advance to any higher level of formal education or training without formal evidence of at least some proficiency in English.

2.8 The primary syllabus issued by the Ministry of Education confines itself to recommending 'the method suggested in the Day-By-Day books'. The Ministry's English Panel prescribes Junior Certificate texts for literary study, but secondary schools are free to choose their own textbooks, coursebooks, and other reading matter; and they follow no uniform syllabus. Even examination syllabuses, which do impose some measure of uniformity, are not very detailed or specific.

2.9 The Ministry has a Senior Education Officer with general responsibility for ELT.

2.10 There are no discernible local efforts to cultivate the teaching of English for special purposes; except that the University offers an 'English in Science' course for the first year science students.

2.11 The Lesotho Distance Teaching Centre, established in 1974 by the International Extension College at the instance of the Ministry of Education, and funded from various sources, including the IEC, the Ministry, and the International University Exchange Fund, uses booklets, broadcasts and correspondence courses to teach vocational and academic subjects, including English, mainly to adults who take the Centre's courses either from personal interest or to prepare themselves for public examinations, and is accumulating expertise in the design and production of printed and broadcast material.

3. Teaching Cadre

Reliable figures are not available, but the demand for qualified teachers of English far exceeds the supply.

3.1 In both primary and secondary schools, there is an overwhelming preponderance of local staff. A few expatriates, of diverse nationalities, are employed in secondary schools. About half of the staff at the National Teacher Training College are expatriates.

3.2 Secondary teachers are often graduates, but, in primary schools especially, there are still many teachers with no professional training or qualifications whatsoever.

3.3 The National Teacher Training College established at Maseru in 1975 prepares students, through 3-year courses and extensive practice in schools, for lower primary, primary, and advanced primary certificates, or for a certificate qualifying them to teach junior forms in secondary schools. The NTTC is becoming increasingly involved in curriculum development and in-service training. Most secondary teachers are trained through a 4-year course at the Roma campus of the National University.

3.4 There are no active associations for teachers of English.

4. Teaching Materials

4.1 All educational institutions - primary schools in particular suffer chronically from shortages not only of teaching material but also of rooms, furniture, equipment, staff and money.

4.2 Diversity prevails in the choice of textbooks and other material.

4.3 For primary schools, the recommended course is the Day-By-Day English series (Longman). The books central to this course are produced in Rhodesia, and ancillary readers in Zambia and South Africa. Teachers in Lesotho feel that it contains too much that is irrelevant to local experience, that it moves too quickly, and that the Teachers' Guides are too copiously detailed. Specific criticisms often heard are that the coursebooks include too many names and notions alien to Basotho culture, that the stories in them should be made shorter and simpler, that they should give greater weight to reading comprehension and to writing skills and less to grammatical description, that the course could be improved if it made more provision for dramatic activities, and that there is an urgent need for more locally acceptable and inexpensive supplementary readers. The coursebooks recommended for use in secondary schools are Nigerian: P A Ogundipe and P S Tregidgo Practical English (Longman), Michael Montgomery Effective English (Evans), and K W Moody (General Editor) Organised English (African Universities Press). Local adaptations of these books by or with agreement of the publishers would be welcomed in Lesotho, but the potential market in Lesotho is perhaps too small to attract special attention from British publishers. Meanwhile, Let's Speak English and Let's Use the Dictionary, published jointly by the Morija Sesuto Book Depot and the Mazenod Book Centre, have been produced in Lesotho for first year secondary pupils.

4.4 At the British Council's library of films and records in Maseru, films and recordings related to English set books are available. Radio Lesotho broadcasts 3 locally devised listening skills programmes for English during term-time, as well as transcriptions of programmes prepared elsewhere.

5. English outside the Education System.

No private commercial schools of English operate within Lesotho.

6. British Support for the Teaching of English.

6.1 There are no Council-employed or sponsored ELT staff in Lesotho.

6.2 Only two British staff are known to be employed in ELT: one at the Maths/Science Centre, the other in the Department of English at the University.

6.3 Both expatriates are employed in direct teaching.

6.4 Tapes, discs and films useful for ELT are regularly borrowed from the British Council's office in Maseru (see also 4.4 above), where a permanent display of ELBS editions is maintained. The Council's library serves through its postal loan arrangements, as a most useful ELT resource centre for outlying areas. Since English is the main medium of instruction throughout the education system, educational books in all subjects are predominantly British.

6.5 No direct teaching of English takes place in the Council's Maseru Centre.

7. American Support for the Teaching of English.

US AID is concerned with education generally rather than with English in particular. A few Peace Corps Volunteers work in education, and some have written self-instructional materials in English and ELT radio scripts, but none has been recruited to work solely or specifically in ELT. The USIS library in Maseru offers a limited choice of reading material in English.

8. General Statement.

Relations between Lesotho and Britain have remained close and friendly. Geography, tradition, and international politics have reinforced Lesotho's need for English both in education and in dealings with other countries. The demand for ELT is virtually unlimited. There is, however, no clear or coherent government policy for the use and teaching of English, and no unambiguous assessment of ELT needs and priorities. Resources in money, skilled manpower, and material are scarce, and well-qualified Basotho may succumb to the lure of higher pay, or more comfortable conditions of work in other countries.

If this Profile is more than a year old further up-to-date information may be found in ETIC Archives.

LITERATURE ANNEX

1. Until the end of the third secondary year, English literature is studied in Lesotho, if at all, as an aid to language-learning. Thereafter, it is studied in a few secondary schools for the Cambridge Overseas School Certificate, as well as by undergraduates majoring in English at the National University, where 'Literature' is interpreted and justified as meaning 'literature in English', and where special attention is paid to modern African writers. Except by students and academics, imaginative literature is not widely read here, either in its original languages or in Sesotho translation. Even African literature composed in or translated into English appears to be valued more for its social or historical significance than for its literary qualities. Older schoolchildren and college or university students do, however, enjoy film versions of literary 'classics'.

2. There is a literary element in examinations for the Junior (Secondary) Certificate awarded by the Examinations Council for Lesotho and Swaziland, in the COSC Literature paper, and in certain degree examinations at the National University of Lesotho. Up-to-date COSC syllabuses can most easily be obtained from Cambridge.

3. Any significant graduate studies in Literature are more likely to be undertaken abroad than in Lesotho.

4. S N Guma, the author of The Form, Content and Technique of Traditional Literature in Southern Sotho, J L Van Schaik, Pretoria, 1967, lives and works not in Lesotho, but in Swaziland. M Damane, a former British Council scholar is co-author of a book on Sesotho encomiastic verse. An attempt is being made to encourage Basotho writing by the UNESCO-led National Book Development Committee.

5. Numbers of students engaged in literary studies for COSC or degree examinations are small.

6. Bookshops in Lesotho are neither numerous nor capacious. They regularly display ephemeral fiction and authors published by Penguin, Fontana and Heinemann (most conspicuously in the African Writers Series) in paperback editions but textbooks and non-fiction tend to occupy most of their shelf-space.

THE BRITISH COUNCIL
ENGLISH LANGUAGE & LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: NEW ZEALAND **Date: March 1982**

1. ROLE OF ENGLISH

New Zealand is an English speaking country which has begun to see itself as a member of the South Pacific nations, and having diverse trading links with the rest of the world, rather than as an outpost of an Anglophone empire. This has resulted in a reappraisal of the composition of its society and its responsibility towards its neighbours.

The proportion of people in NZ using English as a second language has been variously estimated as 5% or 8%, but could be higher. 12.1% of the population is classified as Maori, though not all may be Maori-speakers. There has been an upsurge of interest in Maoritanga (Maori beliefs and lifestyle) and the Maori language. This has resulted in a climate of opinion which favours the retention of Maori and Maoritanga for Maori people, and the eduction of all New Zealanders in Maori and Maoritanga. The Department of Education has assisted in experimental Maori speaking schools, and has invested in a widespread programme of teaching so that all who go through the school system will learn something of Maori and Maoritanga.

Since the late 1950s migrant flows from the South Pacific Islands of Tokelau, Samoa, Fiji, Cook Islands, Tonga and Niue have increased dramatically from 8,100 in 1956 to 92,000 or 3.4% of the population in 1981. There is still freedom of movement for Tokelaus, Cook Islanders and Niueans, but the inflow from other Islands has been reduced. The children of immigrants have considerable problems in their studies despite many having learnt some English prior to their arrival in NZ. This situation is most obvious in Auckland, Wellington and Christchurch.

There have been small inflows from China, India and other countries, since the times of the major settlements, and more recently there have been refugees from SE Asia and Chile. These groups account for 3% of the population, but although some of the groups do not use English as a domestic language, they have not hitherto affected the predominant position of English. Traditionaly the English that is used has been seen as a means of transmitting the cultural heritage. There is now a powerful feeling of nationalism at work, which is reflected in the desire to foster and favour NZ usage in language and NZ literature, and to temper those things which reflect British attitudes, lifestyles and language. American influence is also in evidence. These developments, along with the revival of Maoritanga, means that the monolingual, monocultural school system is slowly changing and English could conceivably in future become the lingua franca of a multilingual, multicultural society rather than be the most acceptable language.

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Externally since 1960 NZ has developed a small but important role in the teaching of ESL as part of its foreign relations with China, SE Asian countries and the Pacific, and as the diversification of its economic relations develops, this may become more significant.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

The educational system is based on the British system but is centrally controlled by the Department of Education which is directly responsible for buildings, curricula, the inspectorate and levels of staffing. The Inspectorate is organised along similar lines to the English system, with 3 inspection teams in the 3 secondary education regions, and inspectors at each of the primary education boards. English language has a similar position in the NZ educational system to that in Britain and is examined along with other subjects in the School Certificate, University Entrance, University Scholarship and Bursary examinations. The standards do not equate precisely with GCE which are of a slightly higher level. The requirements for English at university levels are similar to those which exist in Britain and ordinary degrees are comparable to British general degrees.

Historically, NZ may have been one of the pioneers in the teaching of English as a second language as Christian missionaries began teaching English to the Maoris in the 1840s and Bishop Selwyn produced the first English primer for Maori schools in 1843. In 1930 96.6% of Maori schoolchildren still spoke Maori at home, but more recent studies have suggested that this use of Maori has declined. At school level, therefore, for 140 years there has been a problem of teaching those whose mother tongue was not English and the solutions have varied from beginning to teach in the vernacular and introducing English gradually to banning the vernacular entirely. Nevertheless, only recently has attention been given to the need for special programmes in English as a second language.

At School Level

In the major cities, special units have been established for teaching English to newly arrived immigrant children of school age, but in the school system a longer-term problem has been identified which may be one of cultural adjustment as much as language difficulty. A number of schools in Auckland, Wellington, Christchurch and many smaller centres are endeavouring to meet the needs of these pupils in different ways: some have special withdrawal classes for teaching English as a second language (TESL); others make use of TESL teachers to assist teachers of other subjects; some use volunteers from adult literacy schemes or volunteer tutors from the community to go into schools.

In a more tightly organised arrangement 5 district units for SE Asian refugee pupils have been set up for a 2 year period, under a national coordinator. Each unit has a small fund for resources and travelling, and has one seconded teacher as district resource teacher, and one or two others attached to the unit. The teachers act as advisers and protect the interests of the pupils at primary and secondary levels. Most of these teachers are trained in TESL.

At Adult Level

For adults, tuition in English, lasting for 6 weeks has been provided at the special refugee reception centre at Mangere in Auckland for those from SE

Asia. Community Colleges in places like Nelson, Wanganui, Palmerston North run evening classes in English for new settlers, and full-time and intensive classes for adults are run in the largest cities. The Auckland, Wellington and Christchurch Technical Institutes run part-time course for adults learning English. Many of these students are already in employment. Home Tutor groups exist for assisting people who are unable or unwilling to go to classes, and in cases where no classes exist. One Home Tutor group is directly and totally funded by government through the Education Department, some exist funded partly through government and partly through charity, others are purely voluntary and have no professional basis.

The Correspondence School

The Correspondence School Individual Programme Section runs courses for all sections of the community, from prisoners to secondary pupils. They use taped material and usually arrange a local tutor to administer and supervise the lessons sent out.

The English Language Institute

The English Language Institute at Victoria University was established in 1961 with funds provided by the Ministry of Foreign Affairs. It runs courses in English for overseas students wishing to study at NZ universities, and courses in TESL for NZ teachers working overseas, and teacher training courses for those teaching ESL in NZ. It also conducts research, both independently and in collaboration with the NZ Council for Educational Research.

3. TEACHERS OF ENGLISH

The supply of trained teachers from the universities and training colleges more than meets the demand and in English there are now surplus teachers, as in many other subjects.

TESL teacher training is carried out through the one-year academic course run by the English Language Institute at Victoria University. On one course, NZ teachers and overseas teachers study TESL together and on the second course, twelve NZ teachers and teachers college tutors selected by the Department of Education attend annually on full pay. The course is orientated towards multiculturalism in the NZ context. Other TESL courses for teachers are offered by the following institutions:

1. Massey University; extra-mural and correspondence courses.

2. North Shore Teachers Colleges, such as Palmerston North, offer short courses in multicultural studies and include some TESL for primary teachers.

4. The Department of Education runs occasional courses.

5. Two resource centres for TESL are in operation. One, based in Auckland is called The Pacific Islanders Eductional Resource Centre and has 8 full-time staff. The other centre, based in Wellington, has a smaller staff and is known as The Wellington Multicultural Educational Resource Centre. It is orientated towards all migrant groups. Both

centres have libraries and display TESL books which were for a large part donated through the British Council.

6. The Porirua English Language Team, known as PELT, is based at Windley School in Porirua and has set up a resource centre servicing the primary schools in the area. Porirua is an area of high Pacific Island and Maori settlement.

7. There is a NZ Language Teachers Association with a TESL section.

4. MATERIALS SUPPORT

There is only one bookshop in Auckland stocking a range of material catering for the subject of ESL. This means that people elsewehere have no means of previewing material unless they are within easy travelling distance of the Pacific Islanders Educational Resource Centre where displays are available. Tapes and films are available on loan from the National Film Library, from both Centres, and from the Auckland Technical Institute. Textbooks in use come from NZ, and are currently preferred to books coming from the USA or Britain because of feeling for national identity.

The Department of Education's Curriculum Unit and School Publications Service produces regular material for use in schools and a growing number of resource centres for teachers, including the Pacific Islanders Educational Resource Centre and the Wellington Multicultural Educational Resource Centre, also produce their own material for sale at cost price. The Department has produced a considerable amount of material in the form of tapes for SE Asian language groups to enable them to learn at home.

5. ENGLISH OUTSIDE THE EDUCATION SYSTEM

Commercial schools, correspondence schools and private tuition schemes exist outside the education system, and are largely concerned with teaching commerce, and secretarial skills and catering for the needs of overseas visitors.

6. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

The British Council has supplied material to the Department of Education, the English Language Institute, the Wellington Multicultural Educational Resource Centre, Pacific Islanders Educational Resource Centre and to various Home Tutor organisations. The commercial production of books, films and other such material is a support. A number of teachers trained in Britain have migrated to NZ and form a source of experienced and qualified people.

7. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

There is no American support or formal Anglo-American cooperation in ELT in NZ, but some of the ELT staff have been training in the USA.

8. GENERAL SUPPORT

Since 1976 there has been a strong push in educational circles to make the system reflect the multicultural nature of society, to have bilingual education available as far as possible for migrant groups, and to make Maori obligatory for all to learn. Although the historical tradition has been one of assimilation of the newcomer into an Anglophone culture, and many New Zealanders still believe in assimilation, the recent influx of refugees had a large impact nationwide on the pattern of ESL teaching and provision, as well as in the understanding of other cultures by the average citizen. In the past two decades, moreover, patterns of migration have emerged in which people have tended to concentrate in the bigger centres where the populations of their own ethnic groups are larger and they are able to retain their cultural identity. There are schools which have large enrolments of non-European children in Christchurch, Wellington, Palmerston North, Hamilton and Auckland and well organised and informed Home Tutor schemes as well as tertiary institutes. In general teachers, employers and neighbours in the larger centres are now more likely to have had experience of people from other cultures speaking other languages.

Auckland has the largest Polynesian population of any city in the Pacific. Approximately 18.5% of NZ's population was recorded as being of non-European origin in the 1981 census, and the proportion of the population using English as a second language will probably increase considerably in the next two decades since over 80% of those speaking Polynesian languages as their first language are of child-bearing age and below.

The issues associated with bilingualism and the development of new forms of English are, therefore, likely to become increasingly important.

9. CURRENT RESEARCH AND BIBLIOGRAPHY

Some research and investigation is going on in university education departments and teachers colleges, especially into problems arising in schools with Maori and Polynesian children for whom English is a second language, and also at the NZ Council for Educational Research.

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THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

ENGLISH TEACHING PROFILE

Country: Pakistan **Date: January 1983**

1. Role of English

It can be slightly misleading to regard Pakistan as a nation which threw off the colonial yoke and then tried to throw off the colonial language. Pakistan was never a subject nation. It came into being as the British left the subcontinent and millions, literally millions, arrived in the new country with the feeling that they had thrown off two yokes - a British Raj and a Hindu Raj. This produced a peculiar kind of independence and a very peculiar language situation, for the arriving millions spoke mainly Urdu and Gujarati, whereas those greeting them spoke Punjabi, Pushtu, Sindhi and Baluchi. These last four are still the proud and prosperous languages of the country's four main provinces. The present Government tries to hold them all together from the Federal Capital of Islamabad by using Urdu and English. But large numbers cannot speak, and the vast majority cannot read or write, either of these languages. And there are still countless hill languages, Hinko, Brohi, Seraiki and Kashmiri, which in Europe would count as important languages because of the numbers who speak them. The most obvious feature of the language situation is its unsettled state and the amount of public controversy about it.

However, a few generalisations may be attempted. Pakistanis with English have greater social and economic mobility than their fellows. They can travel more, earn more, learn more and express themselves to better effect.

English speakers thus constitute a charmed circle and this produces a reaction from the rest of society, who raise slogans of independence and national languages to make life difficult for the elite. Not only English is divisive in this situation but an entire historical process which can never now be rolled back.

English will cease to be the medium of instruction at secondary level in ten years according to law, but the Government is conscious of the need for its developmental use and is trying to improve its teaching as a subject. It is still a medium of tertiary level science instruction, but the standard of both the English and the Science is deteriorating and there is common recognition of this fact. It is particularly obvious at the moment when, Pakistan having moved to the centre of the geo-political stage, the country is full of foreigners engaged on developmental projects and Pakistan is realising its dearth of good English speakers. (A contributory factor has been the very high rate of emigration to the English-speaking world and the Gulf.)

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2. English within the education system

Discussion of the place of English within the education system becomes very much easier if one accepts that one per cent of the country's 90 million people have, by birth or business, the means to get themselves English somehow, even maybe a British 'O' level. What follows applies to the 99% who do not go to those English-medium schools whose future is a source of constant political and social controversy and which, for some years, have been threatened with closure.

Most pupils begin to learn at the age of eight, take a matriculation examination when they are fifteen and an intermediate examination when they are seventeen. The drop-out rate is very high and the number who pass very low. However, pupils are formally expected to pass in English in order to get to university, though practice varies on this.

All syllabuses and textbooks are centrally controlled and no choice is allowed. There is no inspection of teaching. There is no teaching of English for specific purposes except for a little in the engineering colleges. And there is no teaching of English to adults. Radio and television are hardly used though there is an Open University, and sincere efforts are being made to develop it.

3. Teachers of English

The social situation is such that anybody whose English is sufficiently good to teach it can get a more highly paid job in some other profession. Any English teacher, committed, and with training and experience, can get a more highly paid job outside Pakistan than inside - and several do. This means that there is a permanent shortage of teachers at every level. The result is enormous classes (up to 150) taught by teachers whose workload may be thirty-two periods per week. There are no British or other expatriate teachers in Pakistan at the moment and there seems very little likelihood of the country being able to find the money either to improve its own teachers' salaries or to import outsiders. It is a situation where anybody who is prepared to do anything must also be prepared to pay for it. Training facilities for teachers are so poor as to be non-existent and there are no professional organisations.

4. Materials support

The situation with regard to materials is rather worse than the situation with regard to teachers. Many schools have almost nothing at all. Those who have, have very limited and unsuitable material, and there is no supporting material whatever.

5. Educational administration in relation to English teaching

The National Academy of Higher Education is the prime mover with regard to the administration of English language teaching in the tertiary and upper secondary levels. The key appointment is the Director of the National Academy. Educational administration in relation to English teaching in the primary and secondary sectors is dealt with as part of the general curriculum in the normal way by the appropriate officials in the Ministry of Education and the Director of the Curriculum Wing.

6. Development and planning of the teaching of English

Reference should be made to the Educational Profile on Pakistan produced by the British Council for the development of the educational system, and to Section 1 above. No information is available on specific planning for the teaching of English. In early 1982 however a presidential committee was formed to report on the Teaching of 'Foreign Languages' namely Urdu, English and Arabic. Later in the year the President alluded to the necessity of retaining English as an international language, especially with regard to scientific subjects. As a result of the report by the Study Group on Arabic, English and Urdu, a new institute of language studies may be founded in Islamabad to direct national language policy.

7. English outside the education system

The one percent who can pay have access to private tuition of all sorts for all ages. The legal status of such tuition is questionable when it is given by practising teachers. The only accepted organisation is the Pak-American Cultural Centre which has about five thousand students, but a high drop-out rate and no full-time staff.

8. British support for the teaching of English

It has been possible to process a limited number of British Council Technical Cooperation Awards in English language in the technological universities. The British Council has twice recently brought a British Council Specialist Tourist to advise the University Grants Commission on ELT, and the British Council and the Government of Pakistan are currently discussing the next steps. A Key English Language Teaching scheme (KELT) Project has been agreed which will bring a series of consultants from the University of Manchester to the National Academy of Higher Education.

9. American support for the teaching of English

The United States sends occasional Fulbright scholars to Pakistan. It also contributes to the initial setting up of those Cultural Centres which run classes. USAID has a programme for the creation of local English language teaching centres as part of their large technical assistance programme. There is a pooling of information between USAID and the British Council on developments in this field.

10. Other agency support

Pakistan receives a great deal of international assistance for many programmes, which often includes travel grants for Pakistanis to train in English-speaking countries. This indirect support is very effective.

11. Commercial opportunities

The prospects for the sale of English teaching materials and equipment has been dogged with the problem of large scale pirating. There are now hopeful signs that the Government is acting against piracy and in the summer of 1982 two leading publishers were given prison sentences in Karachi for practising piracy. English teaching texts and such equipment as exists are controlled through the Government educational institutions such as the National Book Foundation. Once further educational planning for the teaching of English takes place there may be commercial opportunities in the provision of textbooks but little is likely to happen regarding ELT hardware of the more sophisticated sort. There is the normal provision of information and advice regarding ELT courses in Britain provided through the four British Council library outlets.

12. Creative writing

There are weekly and monthly magazines which contain short stories in English, and Pakistanis write stories for the BBC, but there is too small a home market for creative writing in English to flourish. The Pakistan Academy of Letters, which has its head office in Islamabad, is a literary society that incorporates reports and occasional lectures on British writers into its activities. Elsewhere literary societies exist on a parochial and informal basis.

13. Current Research

The University Grants Commission is setting up a National Academy for Higher Education which will have a unit devoted to research in language and language teaching. As yet there is no literature of any substance on this subject.

14. Bibliography and sources of further information

The best sources are the National Academy of Higher Education English Unit in Islamabad and the Curriculum Development Centres which still exist (perhaps under other names). In the provinces - Lahore, Peshawar, Hyderabad, Karachi, Quetta.

15. **General statement**

More Pakistanis than ever are speaking Urdu and English, and are altering both languages as they speak them. Indeed in the Punjab, which some regard as the heartland of Pakistan, a new language is developing - mainly Punjabi and Urdu with English, Persian, Arabic and other features. The fact that Urdu comes out of Moghul history gives it a Muslim connotation and makes it more acceptable than it would be otherwise. The fact that English is being adopted so widely by the Muslim nations is also making it more acceptable. English seems bound to flow behind Urdu for some time but then, because of its width and depth, may overflow the language scene. Recent high-level decisions are already opening channels, and the Armed Services, who spend sixty per cent of the budget, are keeping English for their own necessary reasons.

THE BRITISH COUNCIL
ENGLISH LANGUAGE DIVISION

ENGLISH TEACHING PROFILE

Country: QATAR **Date: January 1982**

1. Role and status of English

Qatar is a country of some 4,000 sq miles with a population of about 220,000, approximately 70% of whom are expatriate Arabs, Iranians, Pakistanis and Europeans. Since it depends to a large extent on foreign labour for its commercial development, Qatar is obliged to use, wherever possible, English as a means of communication and instruction at the professional level. English is the most important foreign language in the country, then, partly because of the residual political influence of the United Kingdom but mainly because it is the lingua franca of industry and commerce.

English is the only foreign language taught in State schools, where it is compulsory and taught from the fifth year of primary school through the preparatory stage to the end of secondary school - an eight-year cycle. It is not used as a medium of instruction except in the English Department and the Engineering Faculty of the University and for some courses at the Regional Training Centre.

The existence of the Government-financed Language Teaching Institute (LTI), giving English classes to some four hundred Government employees, and of the British Council DTEO, which has an annual intake of about a thousand students, speaks for itself.

There is a flourishing English language broadcasting service, a number of programmes, including news broadcasts in English, on television, and a weekly English language newspaper The Gulf Times. Two books have recently been published in English about Qatar - Arabian Time Machine by Dr Helga Graham, and In Defiance of the Elements by John Moorehead - and both the Ministry of Information and Gulf Public Relations have produced several booklets about Qatar in English.

2. English within the educational system

There are separate schools for boys and girls at all levels. Both teachers and pupils in the girls' schools appear to be much more highly motivated, and teaching conditions are more favourable. Certainly the implementation of the Crescent materials has proved much easier in the girls' schools.

The following table gives details of the English taught in the schools:

English in schools in 1980/81

	Number of pupils	Number of classes	Number of schools	English periods per week (40 minutes)	Number of teachers
Primary	7,566	283	73	5	93
Preparatory	9,220	283	33	6	120
Secondary	5,347	190	19	8 (Arts) 6 (Science)	85

The Crescent Course, published by ELTA/OUP, is now used throughout the school system at all three levels. It was first introduced on an experimental basis in the academic year 1977/78. It is a multi-media course using cassettes, wall-charts, flash cards and OHP transparencies.

English is first taught from the fifth year of primary school. The pupils will normally be 10-11 years old. As recently as 1974, Qatar had its Tawjieh papers set and marked in Egypt. Nowadays all examination papers are set in Qatar under the direction of the Testing Coordinator at the English Language Development Centre.

Examinations. Success in the end-of-year examinations is necessary for promotion. Pupils who fail any two subjects cannot be promoted. Success in English specifically is not a formal requirement for advancement within the educational system.

The responsibility for syllabuses and choice of textbooks is centrally controlled by the Ministry of Education. The system is highly regimented and imposed by the Inspectorate. The teacher is required to finish the book by the end of the year, after which he/she - and the students - go on to the next book. Teachers have no control over this. This situation will only change when the examination structure is redesigned to test knowledge of English rather than the content of the book.

The Inspectors, of whom there are three women and four men, including the Chief Inspector, Mr Hassan Hussein, are teachers who have been upgraded, chosen often not so much on merit as on length of service. They are all expatriate Arabs and are required to visit schools and sit in on classes, write reports on teachers, give demonstrations and help with teacher training and testing.

There is no ESP at secondary level, although pupils do opt for the science or literature stream during their last two years at secondary school and may study science/literature texts in English. A certain amount of lip-service is paid to ESP at the Regional Training Centre and the University, although there is a proposal to set up a Language Centre at the University to design and implement ESP courses. A British Council consultant from English Language Services Department ran a five-day ESP workshop at the University in September 1980.

An adult literacy programme is run in the evenings at some of the schools. The teaching of English is part of the curriculum.

BBC courses have in the past been used both on radio (Let's Speak English) and on television (People You Meet and On We Go).

3. Teachers of English

There are 298 teachers of English in the schools, fifteen of whom are British teachers recruited by the British Council. In addition, there are five Council-recruited teachers at the Language Teaching Institute (see below) and six Council-recruited staff at the English Language Development Centre. The other teachers are largely expatriate Arabs from Egypt, Syria, Jordan, Lebanon and Sudan, who are either seconded by their Ministries or recruited direct. There are a few female Qatari English teachers and one male. As far as British teachers are concerned, demand exceeds supply in that the British Council was asked to recruit ten teachers for the Ministry of Education for the academic year 1980/81 and only managed to find two, largely because of the relatively low salaries offered.

There is certainly room for increased British activity in the field of teacher training, particularly as a result of the recent implementation of the OUP Crescent Course. At present there are two teacher-trainers, one male, one female, at the English Language Development Centre, who have three and two assistants respectively to help them. Their concern is primarily with the methodological implications of the implementation of Crescent. There is, however, also the more fundamental problem that many of the teachers require language improvement. Little is being done about this. Since many preparatory and secondary schools in Doha have a British teacher on their staff, it might be possible to use them in this capacity.

In-service teacher-training courses are conducted at all three levels - primary, preparatory and secondary - throughout the school year. There are intensive courses at the start of the school year for new teachers, after which all teachers attend once a week for two hours. There are also workshops/seminars for three weeks in the summer in the United Kingdom, where selected members of the English Language Development Centre, the Inspectorate, and course-book authors get together.

There are no local professional organisations for teachers of English.

4. Materials support

Supply. The problem of an adequate supply of textbooks is a very real one - usually there are not enough books at the beginning of the year, and in some cases no books at all have been available. This may simply have been because of the implementation of a completely new English course through the school system. Crescent is a multi-media course and often the aids have also not been available. The books are produced in Beirut, master cassettes being produced in the United Kingdom, together with copies of cassettes. Quality was once poor but has improved with the appointment of an Audio-Visual Aids person at the English Language Development Centre.

Increasingly in the schools, special rooms are being turned into project rooms used exclusively for English language teaching. These are equipped with wall charts and cassette players. However, the use of various aids depends on their availability, the individual teacher's enthusiasm and expertise, and the guidance of the Inspectorate.

One of the main problems with the successful implementation of the Crescent course is to wean traditionally trained teachers away from grammar translation and chalk-and-talk towards a more pupil-centred multi-media approach.

7. English outside the educational system

A number of institutions provide English tuition.

The Language Teaching Institute is Government-funded and provides English, French and Arabic tuition to Government employees.

There is an English teaching staff complement of six - five men and one woman - all of whom are recruited by the British Council.

The Police Training School provides ELT for police trainees: there are three teachers, one of whom is recruited by the British Council.

The Qatar Armed Forces School provides English and French tuition. There are six English and three French teachers, under the direction of a former member of the British Army Education Corps; none of them is recruited by the

Council. The school has a considerable amount of hardware and software, including two Stillitron language laboratories.

The Regional Training Centre has an English Department with a staff of four, which provides basic ELT to trainees at the Centre. One of them is British Council recruited.

The Civil Aviation College has an English Department with a staff of seven which provides basic ELT to trainees from Bahrain, Oman, the United Arab Emirates and Qatar. The staff have until recently been recruited by ICAO; the British Council may be involved with recruitment for 1981/82.

Qatar General Petroleum Company (Onshore Operations) employ two to three full-time English-language tutors to teach English to their employees.

Qatar General Petroleum Company (Offshore Operations) have a training section included in which is a team of six full-time English teachers preparing ESP materials and teaching them to trainees and employees.

The Health Training Institute employs two part-time EFL teachers to teach trainee paramedical staff.

The Nursing Institute employs two part-time EFL teachers to teach trainee nurses. The LTI also runs a course for them.

The only real ESP work that is going on - and this is fairly rudimentary - is in the QGPC (Offshore Operations) training department, where they are developing their own ELT/ESP materials.

8. British support for the teaching of English

Council-employed and Council-sponsored ELT Staff. There are at present thirty-two Council-sponsored ELT staff working in Qatar. Of these, six are working at the English Language Development Centre, fifteen are teaching in the schools, five at the LTI, four at the University, one at the Police Training School and one at the RTC.

See above. In addition, there is the Director of the English Language Development Centre, Dr Neil Bratton, and a number of staff working in the English Department at the University.

The main ELT activity is in direct teaching. There is a certain amount of materials production at both QGPC Onshore and Offshore Operations. Teacher training for schoolteachers is conducted by the teacher trainers (see above).

There have not been any conferences in Qatar since the prestigious International Conference in 1977 (attended by Strevens, Svartvik, Nickels, Campbell etc) in connection with Crescent, sponsored by the Ministry of Education.

In the schools the OUP Crescent materials are used at all three levels. At other institutions the usual various of ELT textbooks are used, eg First Things First, Access to English, Kernel Lessons Intermediate, Kernel Lessons Plus.

The Council DTEO is managed by the Assistant Representative, who is ELQ. There are six classrooms and about thirty classes running per week, the majority of these being in the afternoons from 15.30 to 20.00. In the first semester (the DTEO holds two sixteen-week semesters per year) student numbers will be around 550, with a fall-off in the second semester to about 450.

The teaching staff are largely Council-recruited teachers in the schools who teach part-time at the Council in the afternoons. In the academic year 1979/80 four full-time teachers were recruited locally to teach in the DTEO. Unfortunately, the supply of qualified locally employed teachers is very variable. In the present academic year there are no locally recruited full-time teachers.

9. American support for the teaching of English

There is as yet no American involvement in ELT in Qatar. An ICA office recently opened in Doha, but its main brief is to handle educational enquiries, to administer the TOEFL test, and to develop a programme of visiting speakers.

13. Current research and bibliography

The Council is engaged by the Ministry of Education to undertake ongoing consultancy work with reference to the Crescent programme. This involves the despatch of consultants from ELSD to examine and evaluate testing, teacher-training, teaching materials etc. In 1980, Mr Brendan Carroll came out to evaluate testing procedures; and Patrick Early and Alan Mountford carried out a consultancy on teacher-training and materials evaluation.

The Qatar General Petroleum Company (QGPC) requested the Council to arrange a consultancy visit to examine the English language needs of the constituent companies of QGPC. This visit was carried out in May 1980 and a report submitted. Action awaits a decision on centralised training within QGPC.

The University has shown some interest in the establishment of a Language Centre to meet the ESP needs of the various faculties. As a result, a one-week ESP workshop was organised by the British Council at the University in September 1980.

Reference should be made to the reports on the consultancies referred to above. An article by the teacher-trainers David Kirwan and Helen O'Neill, entitled 'In-Service Teacher Training Follows Curriculum Change in Qatar', has been submitted to Middle East Education.

15. General statement

In summary, the main strength of ELT in Qatar is the increasing awareness at all levels of society of the importance of English for the development of the country and for international communication. Evidence of this can be seen in the increase in the number of students enrolling in the DTEO from under three hundred in 1977/78 to 580 in the first term of 1979/80. Government companies such as QGPC (see 13 above) are searching for ways of improving the English of their employees, while smaller concerns are sponsoring their staff to study at the British Council.

There are many factors contributing to making ELT less effective in Qatar than it might be. There appears to be an in-built resistance to change of teaching methods, particularly among Arab expatriate teachers but not exclusively among them. The adoption of the Crescent Course by the Ministry of Education has required fundamental changes in approach for most if not all teachers, and the resistance of many teachers, particularly among the men, to these changes has inevitably adversely affected the successful implementation of the course.

Many of the teachers are poorly trained or were trained so long ago that their methods are out of date. The in-service teacher-training schemes go some way towards ameliorating this situation.

The level of English competence of many of the non-native teachers of English is low. Their inadequacy is then transferred to their pupils. Unfortunately, little is being done to improve their language competence.

It seems to be more important - and this belief is fostered by the Inspectorate - that the teacher should finish the textbook than that the pupils master what is in it. The centralisation of syllabuses has led to the approach whereby teachers live in fear of not keeping up: clearly this is incompatible with any attempt at student-centred learning.

Teachers are not encouraged to take the initiative (for example, by preparing their own supplementary materials). Consequently their dependence on the textbook is increased, often to the extent that it is treated as a definitive encyclopedia of English language and method.

Student motivation, particularly among the boys, is often very low; this is not helped by the fact that English lessons are often boring, the language taught often undirected. Moreover, students know that they can usually get by one way or the other in the end-of-the-year examinations.

In Qatar as a whole, the level of ELT expertise on the ground is low. No interesting or exciting work in ELT/ESP is yet being done that might act as some kind of spur.

THE BRITISH COUNCIL
ENGLISH LANGUAGE AND LITERATURE DIVISION

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ENGLISH TEACHING PROFILE

Country: SABAH - MALAYSIA **Date: JANUARY 1983**

1. ROLE AND STATUS OF ENGLISH

(This report should be read in conjunction with and in the context of the equivalent report for West Malaysia).

Between 1969 and 1979 a programme was undertaken to change the language of instruction in Malaysian schools from English to Bahasa Malaysia. Between January 1979 and January 1982 the use of English as the medium of education was restricted to Forms 5 and 6 of secondary schools. The introduction of Bahasa Malaysia as the medium of instruction in all schools is part of Malaysian government policy aimed at promoting a national identity and and national unity and has, naturally, resulted in a decline in English language teaching and learning. However, the government policy which seeks to improve the economic position of the indigenous (Bumiputra) section of the population by, amongst other things, positive discrimination in educational opportunity and employment has led certain sections of the population (in particular the large Chinese minority) to seek educational opportunities for their children outside Malaysia, particularly in Britain. This trend places a premium on English language competence and is a factor in the increasing anxiety about falling standards of English language teaching in schools.

English is not used as a study language in Sabah except at the Kinabalu International School which is restricted to the children of expatriates. English is still used widely as a medium of communication in commercial circles, although the use of Bahasa Malaysia is increasing. English is also used socially between members of the upper middle classes. Local English language newspapers still exist, but these all now contain at least some news items in Bahasa Malaysia (and often in one of the other local languages also). Radio and television programmes produced locally are mainly in Bahasa Malaysia, as is the bulk of official government correspondence.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

In the fully government-assisted schools in Sabah, English is taught from Primary Class 1 upwards. In the privately operated Chinese schools English is taught from Primary Class 3 upwards. In Government schools the time allotted for English language teaching is 300 minutes per week, in Chinese schools it is 160 minutes per week in Primary 3 and 4 and 200 minutes in Primary 5 and 6.

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In all secondary schools the allocation is 300 minutes per week.

The principal public examinations by which English is examined are as follows:-

Primary 5 Assessment	(Local)
Sijil Rendah Pelajaran (SRP) Form 3	(Local)
Sijil Pelajaran Malaysia (SPM) Form 5	(Local)
Malaysia Certificate of Education (MCE)	(Local/Cambridge)
Sijil Tinggi Pelajaran (STP)	(Local/Cambridge)
Higher School Certificate (HSC)	(Local/Cambridge)

A somewhat more communicatively orientated syllabus referred to as 122 is available in addition to the old 121 syllabus for the Sijil Pelajaran Malaysia.

Universities in Malaysia require Malay-medium educated students to pass an English special paper in their first year.

The Curriculum Development Centre (CDC) in Kuala Lumpur acts as a secretariat for formulating and reviewing all school syllabuses. Selection of textbooks is also centrally controlled by the Textbooks Bureau (TB) in Kuala Lumpur, although an element of choice is delegated to individual schools, in that they can choose from the lists prepared by the TB.

The Inspectorate of the Sabah Department of Education, which is federally controlled, has responsibility for the inspection of English language teaching. There is also a State Language Officer whose role includes in-service training of English language teachers.

There are no English for Specific Purposes courses in Sabah. Further education classes are held mainly for those who failed at SRP, SPM/MCE or HSC/STP levels, and these include study for the English language paper.

3. TEACHERS OF ENGLISH

There are no VSOs teaching English at any level.

British involvement with in-service training courses has been welcomed in the past and there are signs that increased involvement would be welcomed.

Initial training of teachers for primary and secondary English Language courses is carried out at the three teacher training colleges in Sabah. Teachers for the upper secondary classes are theoretically supposed to be graduates, usually from one of the peninsular universities, but the shortage of English language teachers at all levels means that upper classes are often taught by poorly trained teachers. Indeed the only required qualification in secondary schools is that the teacher should speak English. In approximately one in five of the primary schools even this basic requirement is not fulfilled.

In-service courses are held regularly for primary and secondary school teachers. These courses are held in vacation time. There is also a one year course for converting trained primary teachers into Bahasa Inggeris (English language) teachers.

There is no English Language Teachers Association despite an attempt, generously supported by the British Council, to introduce one.

There are still about 205 schools (mainly primary) without any teachers of English.

4. MATERIALS SUPPORT

A wide variety of textbooks are in use. All books used must be collected from the federally approved list. There are several projects underway intended, more or less specifically, to help with English language teaching.

i. The English Language Reading programme (ELRP), funded by the Ministry of Education, is an attempt 'to make available to the pupils books which are at the right level'. The pupils are tested, then placed in sets, and books of an appropriate level provided. Only certain schools are involved in this scheme as it is voluntary and requires some capital to be provided by the school.

ii. Sabah English Language Modules (SELM) - funded by the Sabah Foundation and the Education Department, "(the) aim of this project is to produce English language materials for pupils who study in schools where there are no English teachers. In concrete terms the objective is to produce taped materials for the learning of English which can be used by a teacher who can understand Bahasa Malaysia and pupils who can follow instructions in Bahasa Malaysia." SELM, Ministry of Education document.

iii. Project InSPIRE - this project, funded by the Sabah Foundation, is intended to provide supplementary materials in primary schools for all subjects including Bahasa Inggeris.

iv. Multiple Classroom Project - funded by the van Leer Foundation, this project is aimed at helping the teachers in the small rural primary schools where frequently children from different classes are taught simultaneously.

v. New Zealand Readers Project - certain schools have been provided with a set of extra reading materials. These materials were modified in Kuala Lumpur but based on a graded set of readers developed in New Zealand. This project is funded by the Ministry of Education.

vi. Language Laboratories - some schools, thirteen secondary and two primary, have been provided with language laboratories by the Sabah Foundation. Certain difficulties are being met by these schools owing to lack of suitable materials and lack of support, maintenance, ancillary equipment and training.

vii. KBSR programme - a new primary school curriculum is being introduced which includes a new English Language Teaching syllabus. This will be introduced for Form I in January 1983, although the Bahasa Inggeris element will not be introduced until July 1983, and then each following year until it is being taught throughout the primary schools. The new Bahasa Inggeris syllabus is much more communicatively orientated than the previous largely structural one. To help with the introduction of this course a large amount of supporting material is being supplied to the teachers.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Education is federally controlled. Sabah, as all other states, has a Director of Education and Deputy Director of Education. Under these, and controlled by Heads of Division, are seven divisions (Finance and Administration, Development and Planning, Administration and Services, Schools, Training and Curriculum, Educational Media, Examinations). A further two divisions (Inspectorate and Registrar of Schools) are directly controlled by the Director and Deputy Director. Within the Training and Curriculum Division is a Language Section controlled by the State Language Officer. Within this section are two units, Bahasa Malaysia and Bahasa Inggeris. These are directed respectively by their own officers. The English Language Officer currently controls approximately five language supervisors whose job it is to organise various projects e.g. New Zealand Readers, SELM (see below) as well as running various in-service courses for teachers. Additionally, in the five geographical Divisions of Sabah (not to be confused with the administrative divisions mentioned above) are Divisional Headquarters with staff whose task it is to advise and direct teachers in schools. Divisions are also sub-divided into Districts with District Officers and Officers carrying out similar tasks.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

The development and planning of the teaching of English is considered to be a federal matter and hence major decisions concerning this are determined in Kuala Lumpur, with implementation controlled by CDC (see above).

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

There is one commercial School of English in Sabah. There is also a Commercial College in Kota Kinabalu which offers some training in 'Commercial English' but this is of a very basic nature.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

There is one post in Sabah under the Key English Language Teaching Scheme (English Language Teaching Adviser, Department of Education, Training and Curriculum Section, Bahasa Inggeris Unit).

Currently there are no VSOs teaching English in Sabah.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

There is no American-funded ELT activity in Sabah, though it is extremely likely that Peace Corps teachers of other subjects do help and get involved with Bahasa Inggeris teaching.

10. OTHER AGENCY SUPPORT

The Sabah Foundation, a semi-government organisation funded by timber concessions, has in the past generously supported various schemes intended, amongst other things, to help in the teaching of English. A Dutch body, The van Leer Foundation, also provides some help (see above).

11. COMMERCIAL OPPORTUNITIES

There is some demand for private English language classes, but whether this is already met by the existing schools is difficult to judge.

Opportunities for publishing seem limited, as the texts used in schools are largely restricted to those recommended by the Ministry.

12. CREATIVE WRITING

There are no agencies, projects or other means to promote creative writing in English.

13. CURRENT RESEARCH

Owing to economic stringencies no new research is being undertaken in Sabah other than that indicated above.

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15. GENERAL STATEMENT

The English language seems to be standing at something of a watershed in Sabah. Whilst it is frequently used in business, the use of Bahasa Malaysia in government, and now in education as the language of instruction, is likely to undermine the position of English. English language teaching itself seems to be in a similar critical position. It faces many problems and is generally held, for various reasons, in low esteem by the pupils. Problems are frequently exacerbated by isolation from any culture where the English language is used. In the schools themselves old attitudes and expectations from the days when English was the language of instruction die hard. It has been said that "there is a growing realisation by members of the Department of Education and the Sabah State Government that the ELT situation is critical and that Sabah is likely to suffer in international dealings if the situation is allowed to get even worse. Whether anything practical will be done to stop, or even reverse, the trend does however remain to be seen." (Sabah ELT Profile 1978). This is still the case.